DOCUMENT RESUME

ED 132 753 EC 092 052

| | |
|---|---|
| AUTHOR | Khatena, Joe |
| TITLE | Project Talented and Gifted: Appendices to Final Evaluation Report. ESEA Title III, Region II. |
| INSTITUTION | West Virginia State Dept. of Education, Charleston. |
| SPONS AGENCY | Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. |
| PUB DATE | 76 |
| NOTE | 299p.; Best Available Copy: For evaluation reports, see ED 112 624, ED 112 625, and EC 092 051 |
| EDRS PRICE | MF-$0.83 HC-$15.39 Plus Postage. |
| DESCRIPTORS | Creativity; Demonstration Projects; Elementary Secondary Education; Exceptional Child Research; *Gifted; *Measurement Techniques; Parent Attitudes; Program Descriptions; *Program Evaluation; Questionnaires; Staff Improvement; Surveys; Talent Development; Talented Students; *Test Results |
| IDENTIFIERS | Elementary Secondary Education Act Title III; ESEA Title III; *Project Gifted and Talented; West Virginia |

ABSTRACT

Presented are the appendixes to the final evaluation report of Project Talented and Gifted--a 3-year project to develop a model for the identification of talented and gifted students (8-15 years old), to develop programs for use with this population, and to develop a model for a regional school. Over 50 Ss participated in the project -- described as a 3-month institute to provide experiences in areas such as learning to use creative thinking and problem solving strategies in language arts, science and mathematics, and music. The bulk of the document consists of the individual test profiles of the first 136 intake Ss and controls. Also appended is a study of attitudes toward gifted child education involving 273 principals of schools in West Virginia having students in the 10-12 year age range, the results of which indicated positive attitudes toward the inception and improvement of programs; a questionnaire survey of Ss' reasons for dropping the program; and copies of the resource personnel evaluation sheet, coordinator evaluation questionnaire, and the student or parent observation inventory. (IM)

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ED132753

# PROJECT TALENTED AND GIFTED APPENDICES TO FINAL EVALUATION REPORT

## (ESEA TITLE III REGION II)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Prepared by Joe Khatena, Ph.D.

For the West Virginia State Department of Education

Charleston, West Virginia

1976

EC092052

APPENDIX 1

TRANSFORMATION OF SCORES PROCEDURES

The procedures for transforming raw scores to stanines relative to the measures used for purposes of identification and selection of talented and gifted students of the Project and for the preparation of individual profile charts are described as follows.

1. Identification and Selection

Raw scores derived from each of the following measures were converted into stanines: (1) The Standard Progressive Matrices, (2) The California Test of Mental Maturity (Short Form), (3) The Stanford Achievement Test (Language Arts/Social Studies Sections and Mathematics/Science Sections), (4) Thinking Creatively with Sounds and Words (Sounds and Images, and Onomatopoeia and Images), (5) Torrance Tests of Creative Thinking (Figural), and (6) The Musical Aptitude Profile.

Average stanines for the Stanford Achievement, Thinking Creatively with Sounds and Words and Torrance Tests of Creative Thinking (Figural) were obtained by totalling the stanines of the subtests and dividing by the number of subtests.

Consequently there was one stanine for music and one average stanine for achievement. To obtain an average stanine for intelligence, the stanine for the Standard Progressive Matrices was averaged with the stanine for the California Test of Mental Maturity. An average stanine for creative thinking abilities was determined by averaging the 2 average stanines for the Torrance Tests of Creative Thinking and Thinking Creatively with Sounds and Words. A composite stanine was obtained for each child by averaging the average stanines of the three major ability categories, namely, intelligence, creative thinking, and achievement. Students were then ranked according to this derived stanine for Project selection. All this information was recorded on cards an example of which is given as follows:

FALL 1974

NAME _____ AGE _____ INTEREST _____

RAW SCORES

| RAVENS | CAL. | 1 INTELL. | 2 STAN. ACHIEV. | TORRANCE | TCSW | 3 CREATIVE | TOTAL MAP 1,2,3 |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| STANINES | | | | | | | |
| | | | | | | | |

In the Fall of 1973, all students tested (ages 10-12) took the same level tests. Therefore, all students were combined together as a single group for the computation of stanines. It was anticipated that 12 year olds would have higher stanines than 10, but since selection was made within each age level, this would be of little consequence. Students were asked to choose an interest area in which they preferred to work and they were also to note a second choice. These areas were Language Arts, Science and Mathematics, and Music and the related arts. Students were then divided into 9 categories according to age and interest ( i.e., 8 year olds in LanguageArts, 9 year olds in Language Arts, etc.). Fewer children chose Music than the other areas, so all who indicated Music as a second choice were also placed in the Music area. This helped equalize the size of the groups. Students in each of the 9 groups were ranked from highest to lowest according to their averaged stanine (found under Total 1, 2, 3 on the card). The top 20 students in each group were then divided into 2 equal groups--student #1 in one group, student #2 in the second, student #3 in the first, etc. This made two groups as evenly matched as possible.

By a toss of the coin one group became the control group and the other became the experimental group for the Project. This process was done for each of the nine age-interest groups. It was decided that if any child scored high on the Musical Aptitude Profile and chose Music as his interest area and did not qualify in the top 20 of his group, he would receive special consideration. When the time came, no one was found in this situation, so the Musical Aptitude Profile scores did not enter in the selection process in 1973.

In the Fall of 1974, certain modifications were made in the selection process. Because of the wide age range (ages 8-10 and 14-15) of the students tested, different levels of tests were administered to different ages. Stanines were computed for each of the 5 age levels. Since these students would have limited participation in the Project because of limited time, money, and facilities it was decided not to request the students to pick interest areas. Thus students were ranked from highest to lowest in each age group according to their final average stanine. The top 30 of each age group were then selected for the Program. No control group was selected for these students in accordance with the design of the Project as explained in the Third Evaluation Report. It was felt that musical aptitude should play a part in the selection of these students, and it was decided that those scoring a stanine of 7 or higher on the Musical Aptitude Profile exhibited outstanding aptitude for music and this deserved special consideration for this area. Thus, for these students the stanine on the Musical Aptitude Profile was averaged in with the stanines for intelligence, achievement, and creativite thinking for the Total average stanine. As a result of this 13 students out of 150 were accepted into the Program who would not have made it strictly on the basis of the other tests.

2. Individual Test Profiles

An individual test profile sheet was developed for each experimental and control participant of Groups 1, 2 and 3 who returned for testing one or more times after the initial battery of tests used for screening. In 1975 the scores of these students (aged 10, 11 and 12 years in 1973 in the initial phase of Project TAG) who sat for all testing sessions in a given measure (such as the Standard Progressive Matrices) were grouped together by age for the test and assigned a stanine based on the scores within that group. These stanines appear on the individual profile sheets.

In 1976, the final testing sessions were held. Those students who sat for all testing sessions in a given measure were again grouped together by age for that test and reassigned a stanine based on the scores within that group. The stanines developed for the 1976 battery of tests appear on the profile sheets for 1976 alone.

Composite scores were determined by averaging the stanines obtained on a given measure for each students.

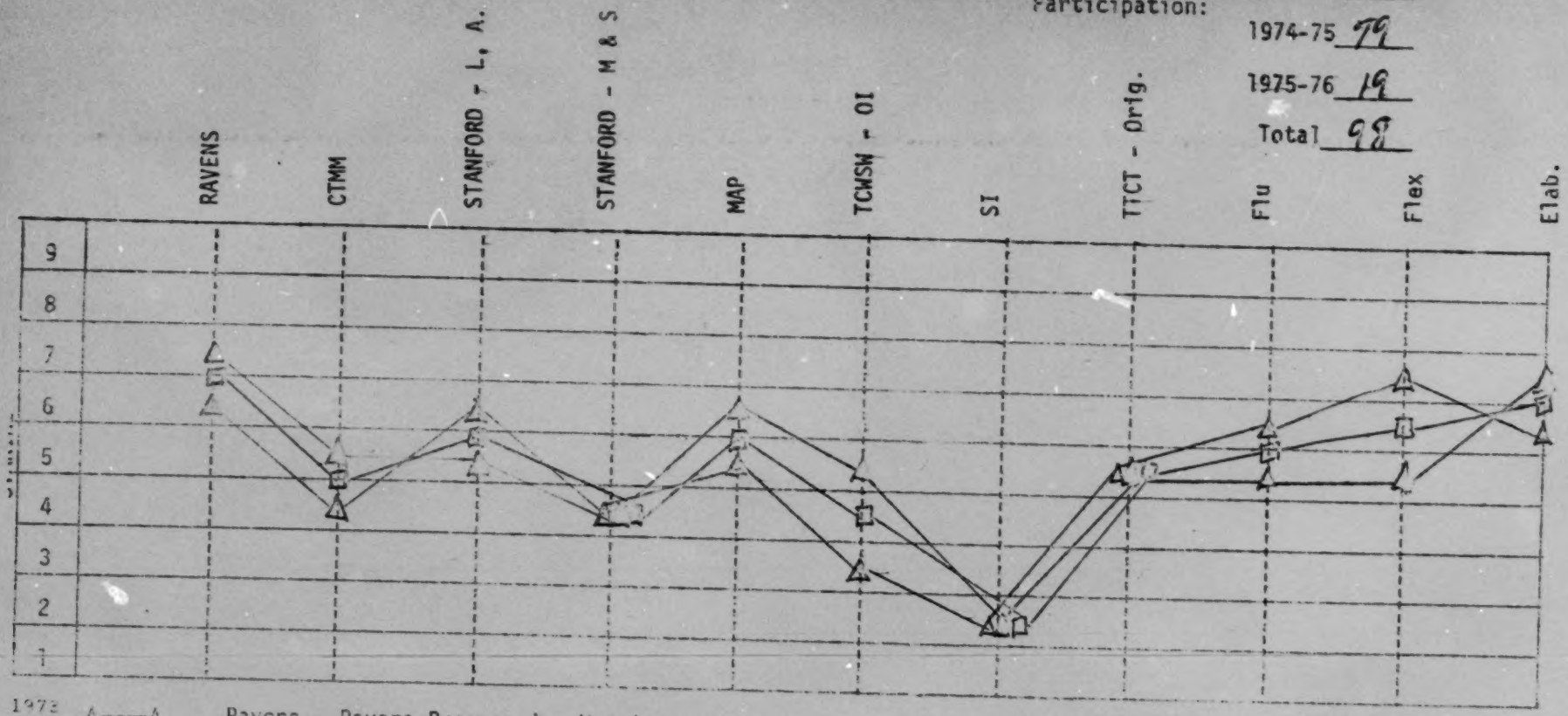
Profile sheets relative to these three groups of students have been included in the pages that follow.

EXPERIMENTALS

Ages 10-12

[redacted]

Number of hours Participation: 1973-74 —
1974-75 79
1975-76 19
Total 98




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1976 o——o Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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COMMENTS:

NAME [redacted]

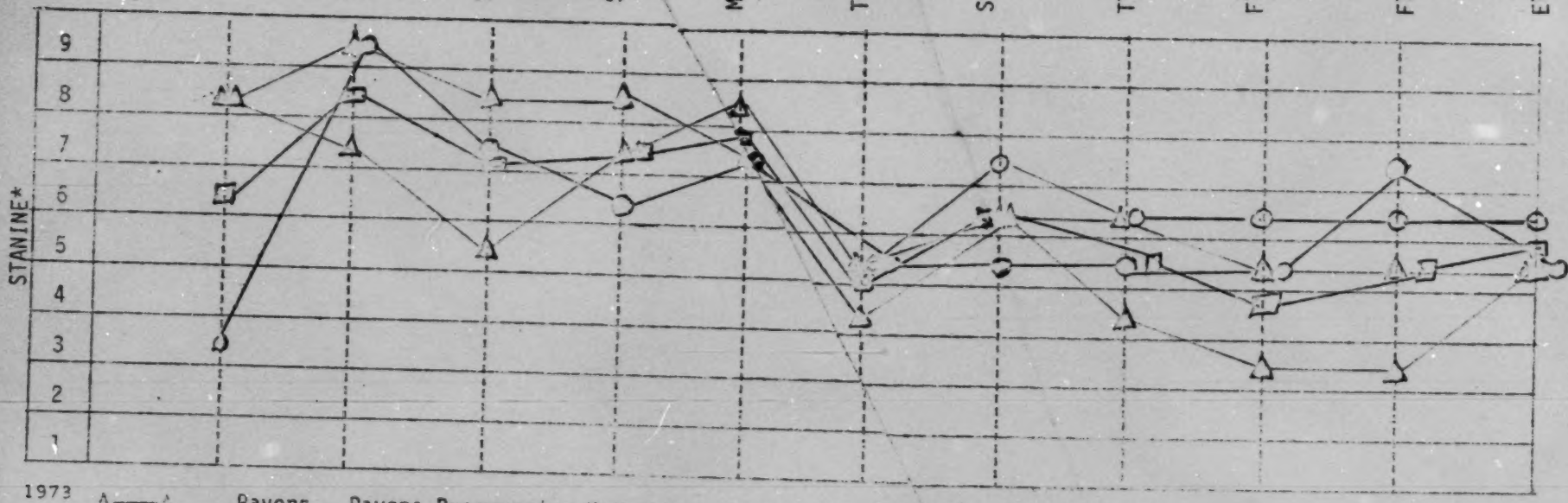
Project TAG Individual Profile

Age in 1973 10

Number of hours Participation: 1973-74 –

1975-76 28

Total 112




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1975 ▲——▲ Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

1976 ●——● TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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COMMENTS:

Project TAG Individual Profile

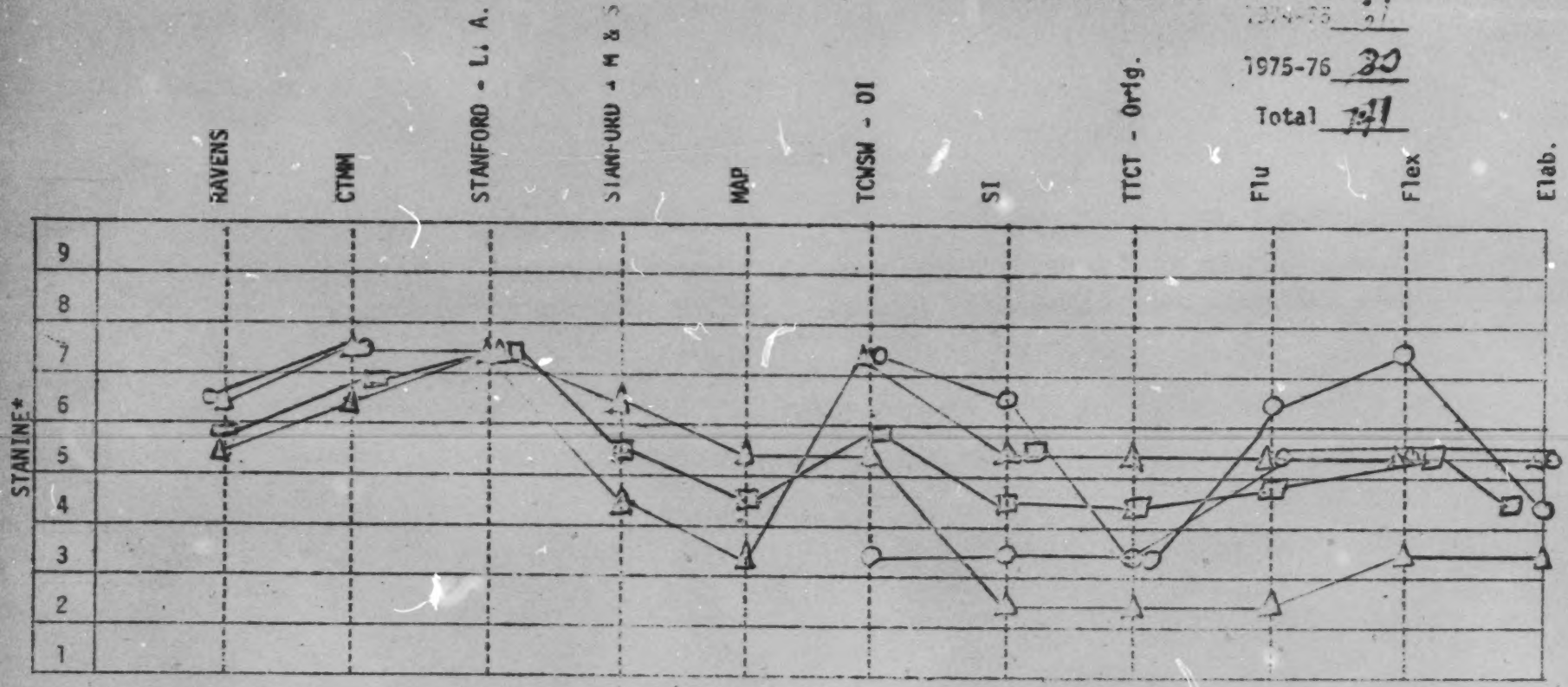
NAME [illegible] Age in 1973 [illegible]

Number of hours Participation:

1974-75 21

1975-76 20

Total 41




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1975 ▲——▲ Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

1976 ●——● TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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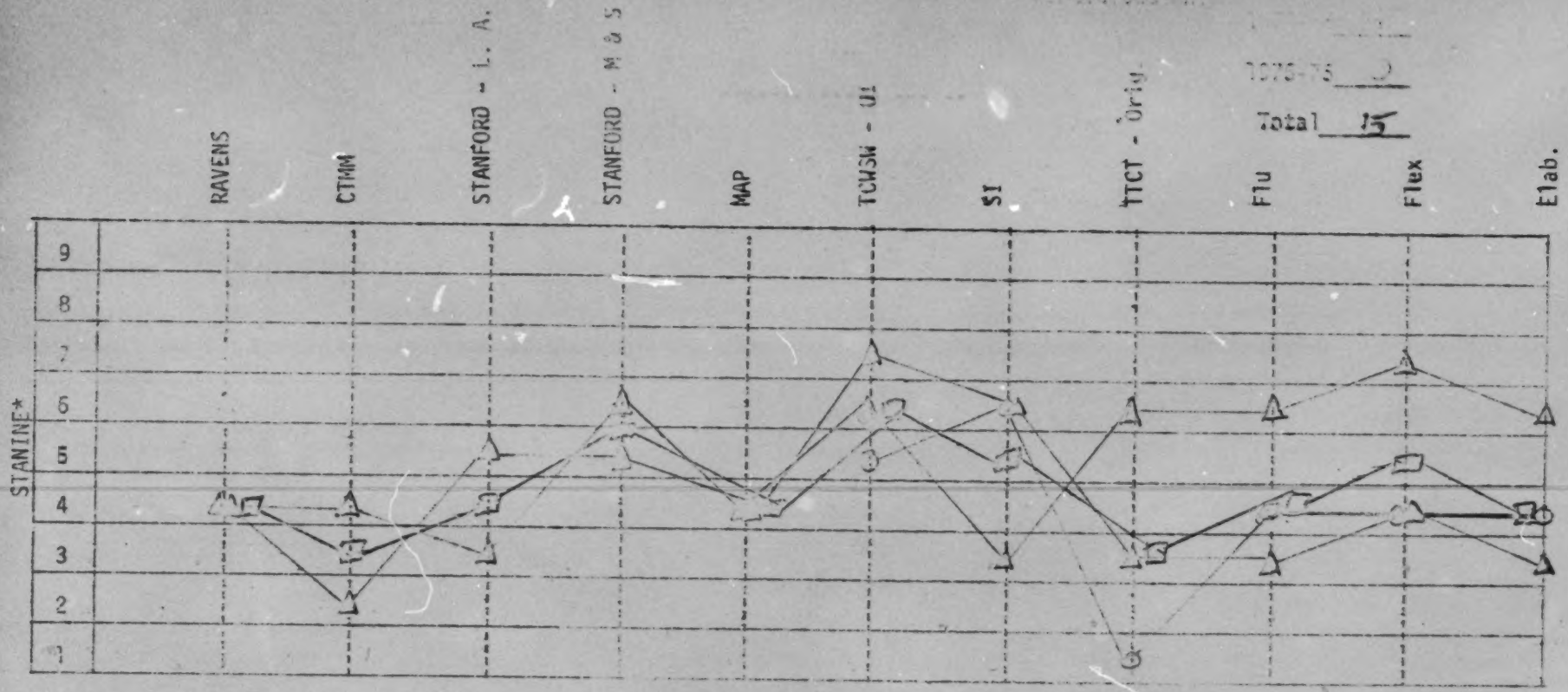
COMMENTS:

NAME [illegible] Age in 1973 10




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1975 Δ——Δ Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile

1976 o——o TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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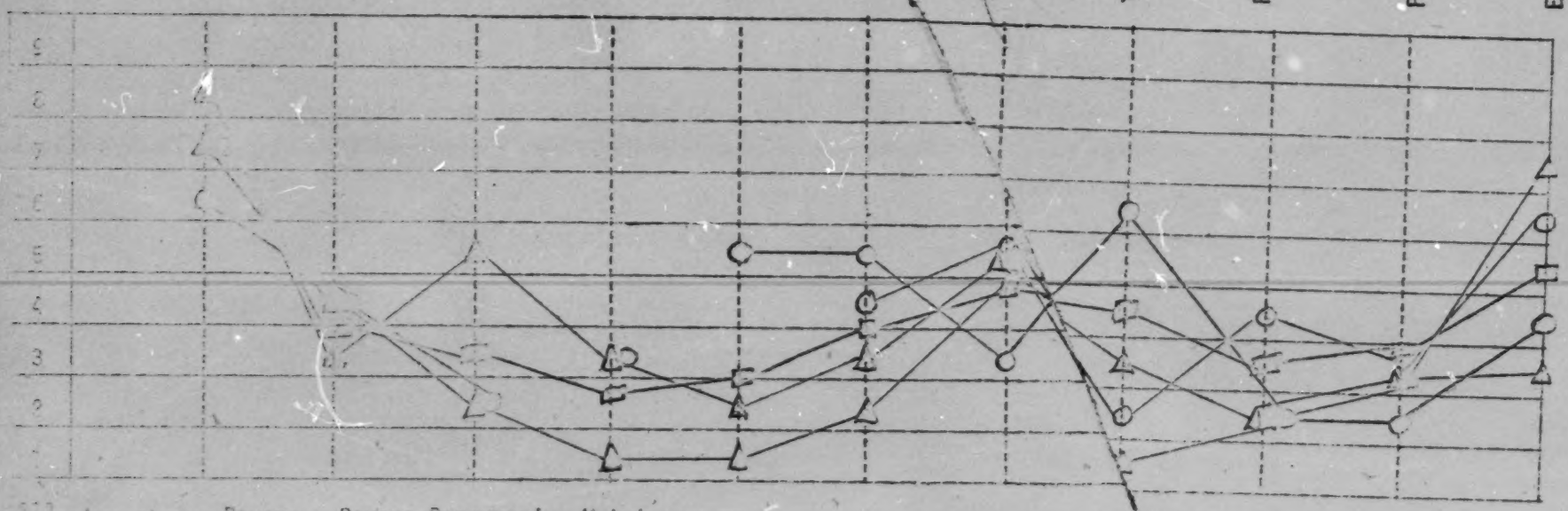
COMMENTS:

This student lives in one of the outlying counties, making transportation more difficult.

Project TAG Individual Profile

Age in 1973 10

Number of hours Participation: 1973-74 —
1974-75 127
1975-76 97
Total 224




Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

Stanines based on local gifted population

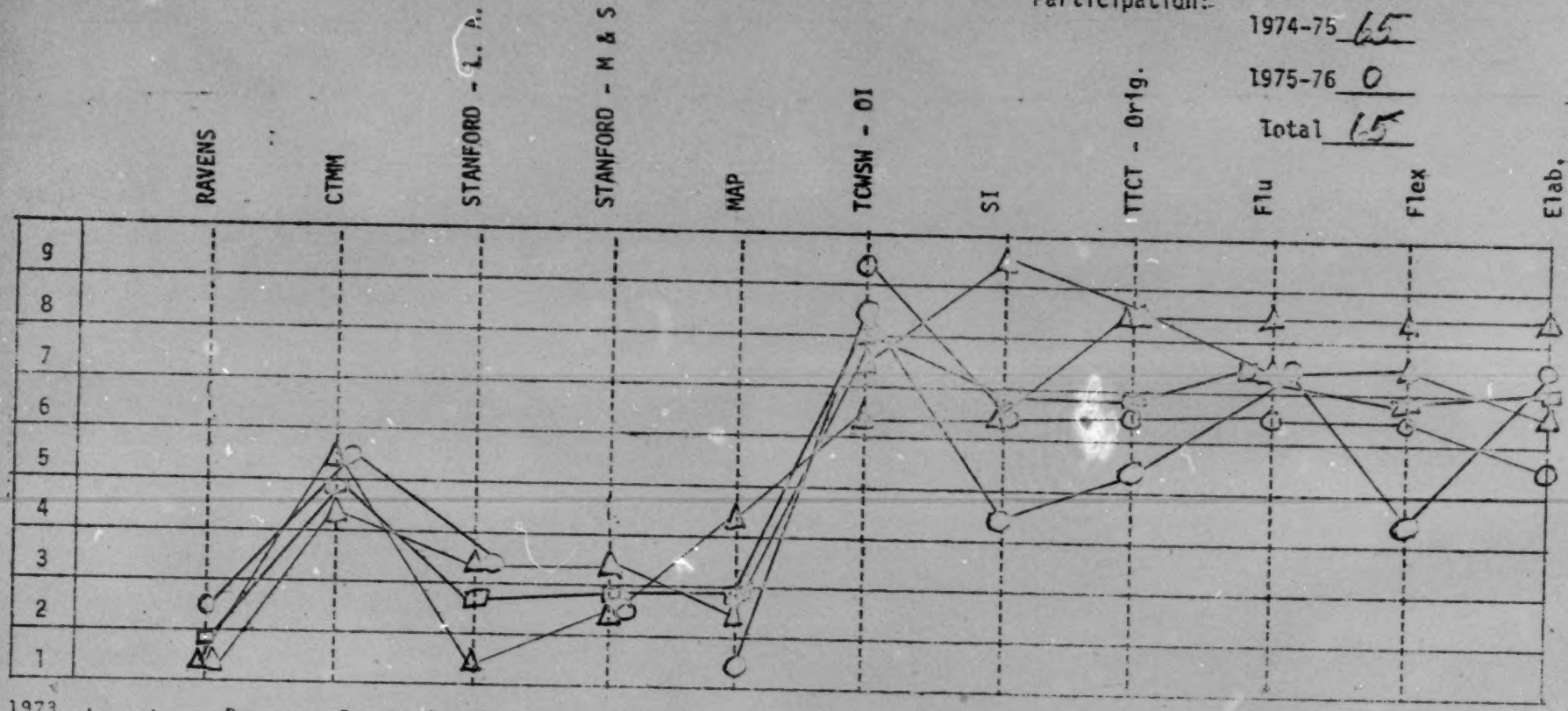
COMMENTS:

NAME E.C.

Project TAG Individual Profile

Age in 1973 10

Number of hours Participation: 1973-74 —
1974-75 65
1975-76 0
Total 65




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

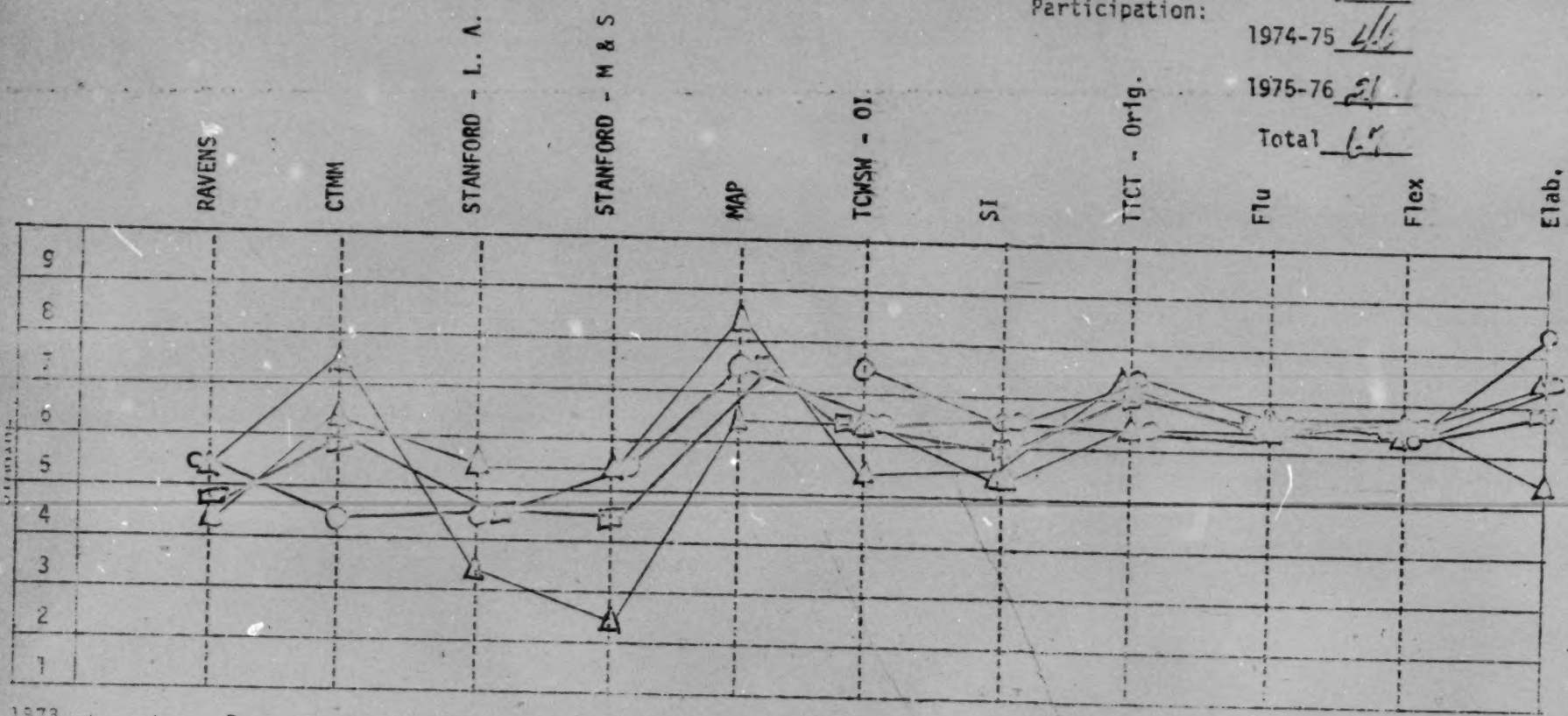
COMMENTS:

This child had some problem in L... tra...

NAME E 22 Age in 1973 10

# Project TAG Individual Profile

Number of hours Participation: 1973-74 —
1974-75 44
1975-76 21
Total 65




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1975 Δ——Δ Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
1976 o——o TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite ⊏—⊏ TTCT - Torrance Test of Creative Thinking, Figural

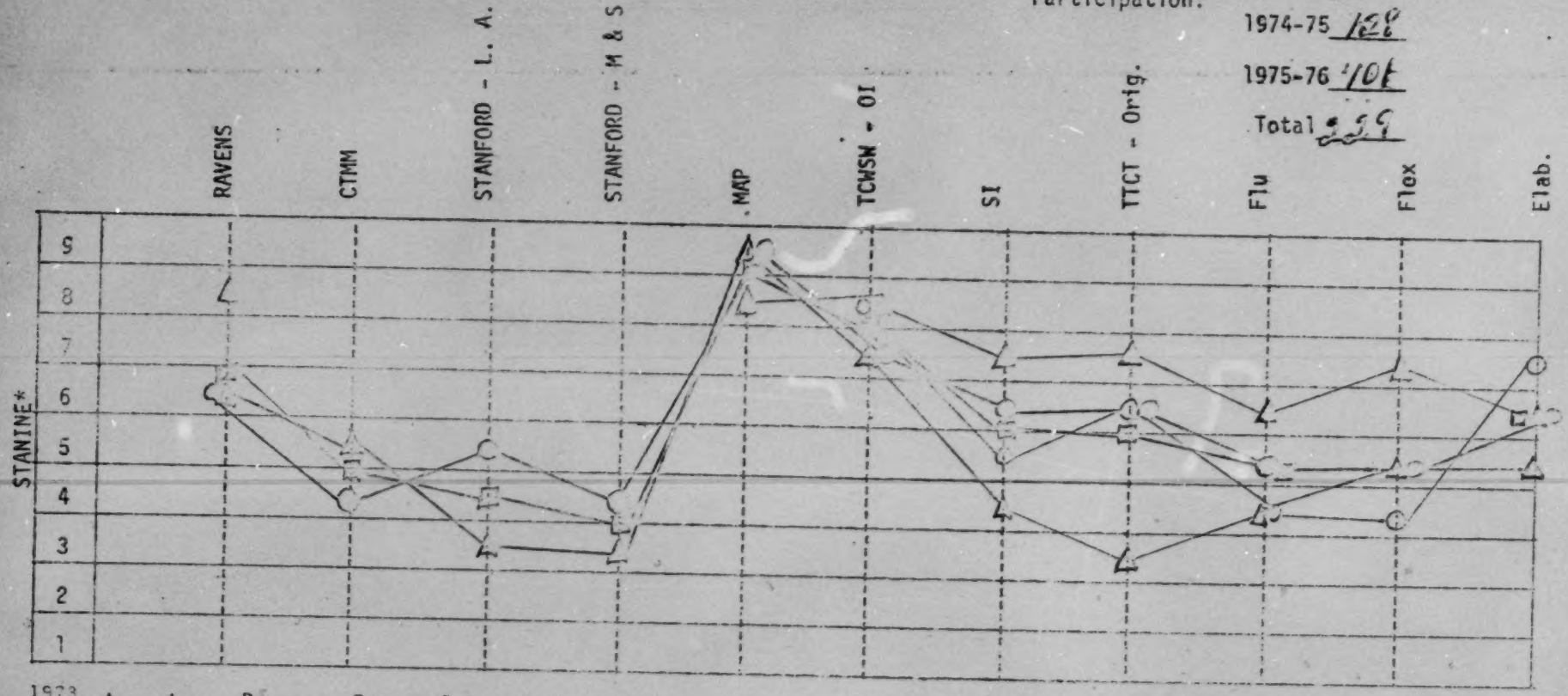
*Staninos based on local gifted population

COMMENTS:

NAME E.24 Project TAG Individual Profile

Age in 1973 10

Number of hours Participation: 1973-74 —
1974-75 128
1975-76 101
Total 229



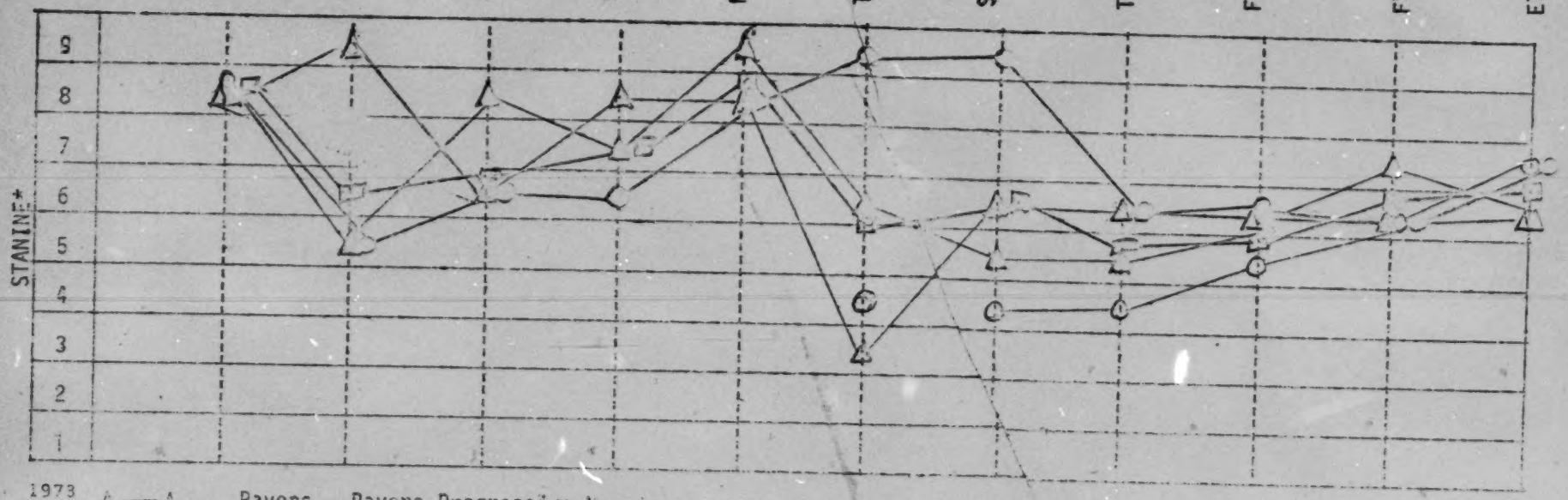

1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

COMMENTS:

NAME E28 Age in 1973 IC

Number of hours Participation: 1973-74 —
1974-75 121
1975-76 101
Total 222




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

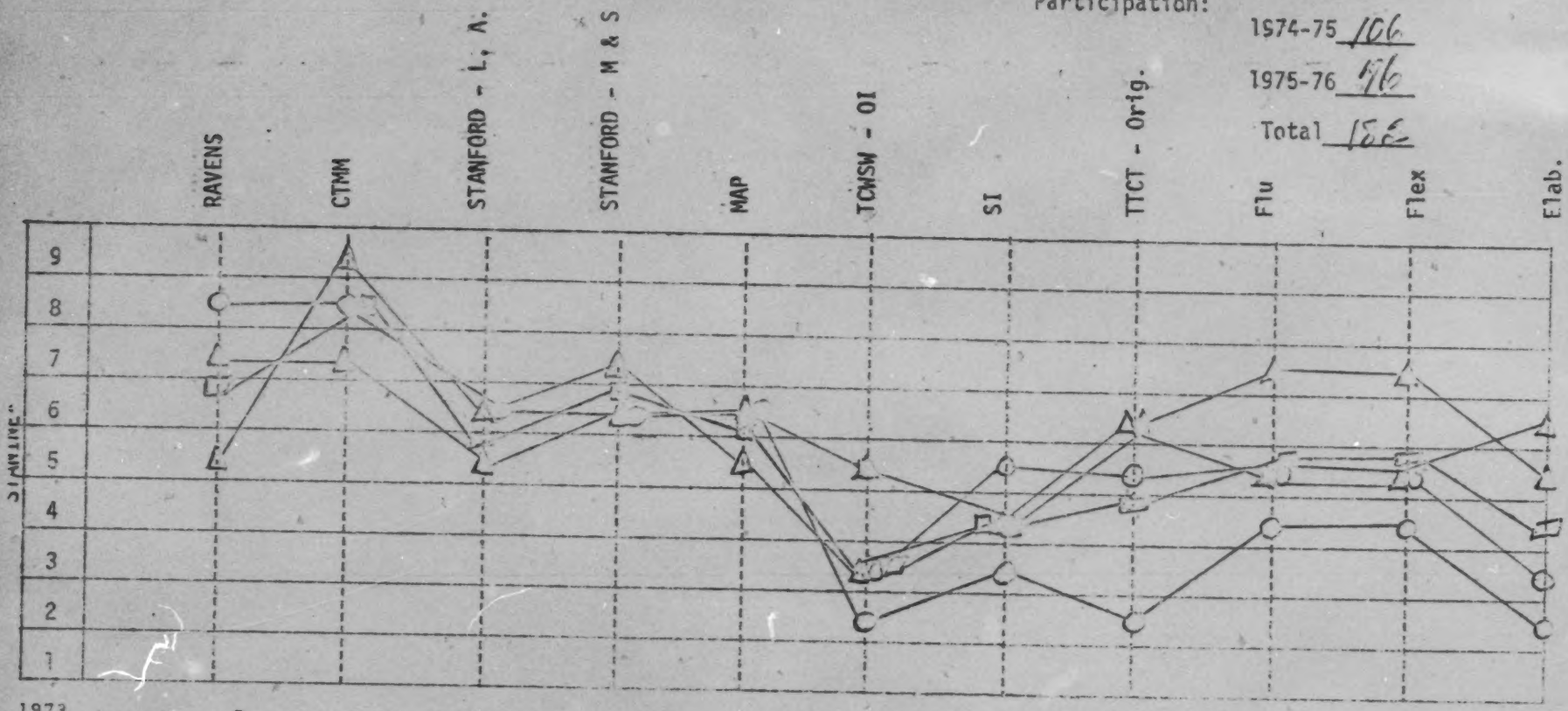
*Stanines based on local gifted population

COMMENTS:

Project TAG Individual Profile

NAME [redacted] Age in 1973 10

Number of hours Participation: 1973-74 —
1974-75 106
1975-76 46
Total 152




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1975 Δ——Δ Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
1976 •——• TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

COMMENTS:

NAME E E4 Project TAG Individual Profile

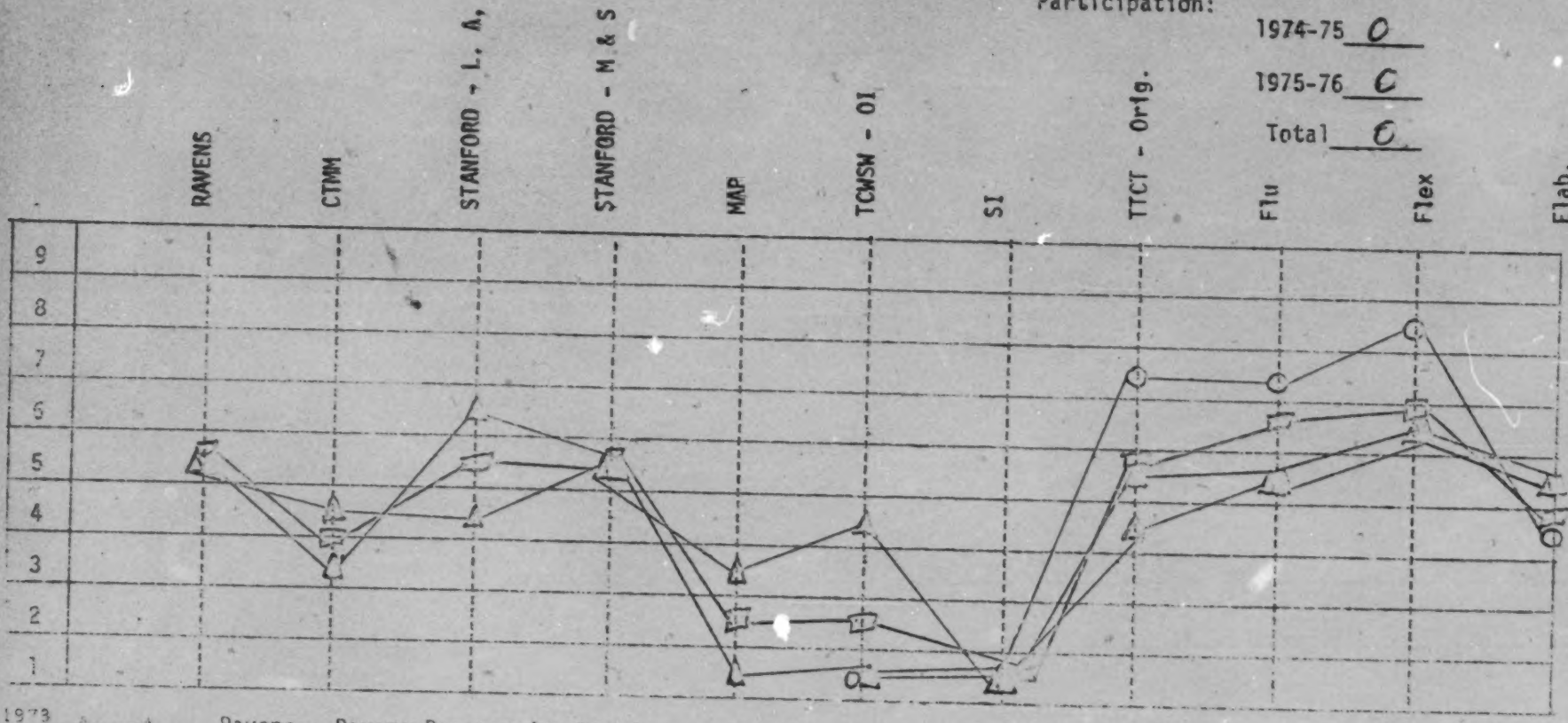
Age in 1973 10

Number of hours Participation: 1973-74 —

1974-75 0

1975-76 0

Total 0




1973 A——A Ravens - Ravens Progressive Matrices

1974 o——c CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1975 A——t Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

1976 o——c TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

Stanines based on local gifted population





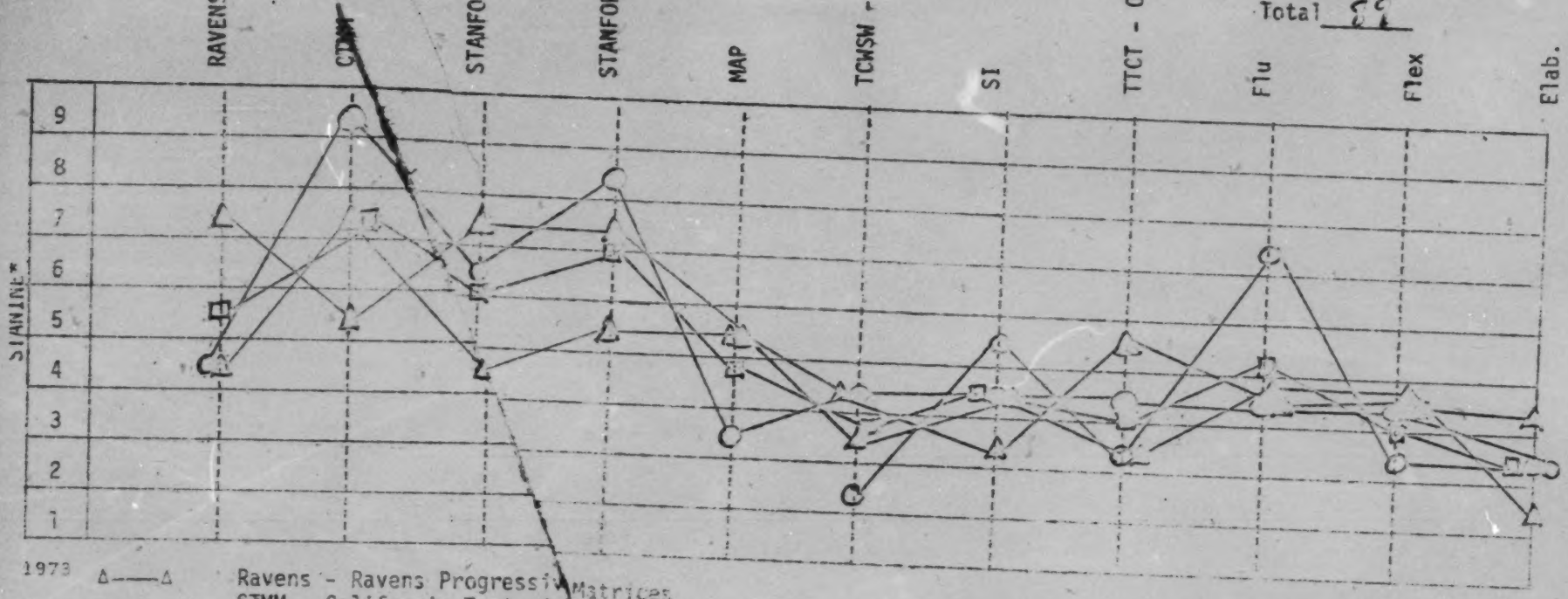
transportation problems. During the ... in the vicinity, but this could not

NAME E-46

Project TAG Individual Profile

Age in 1973 10

Number of hours Participation: 1973-74 —
1974-75 51
1975-76 0
Total 51




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1975 ▲——▲ Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

1976 ●——● TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population





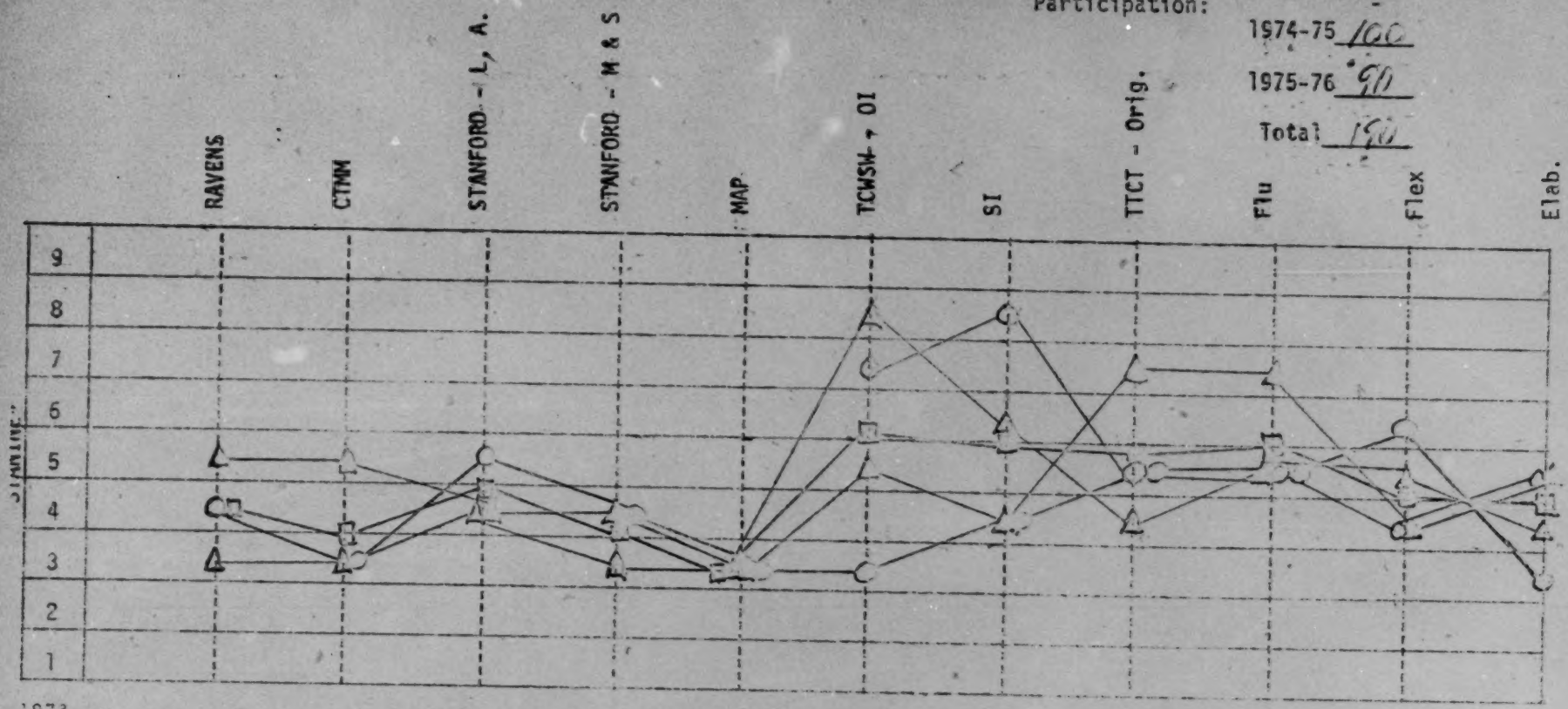
COMMENTS:

Other outside interests took up much of this child's ti

NAME E44 Project TAG Individual Profile

Age in 1973 10

Number of hours Participation: 1973-74 —
1974-75 100
1975-76 90
Total 190




1973 A——A Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1975 Δ——Δ Stanford M & S - Stanford Achievement Test - Math & Science Sections
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1976 ●——● TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

COMMENTS

NAME E 47 Project TAG Individual Profile

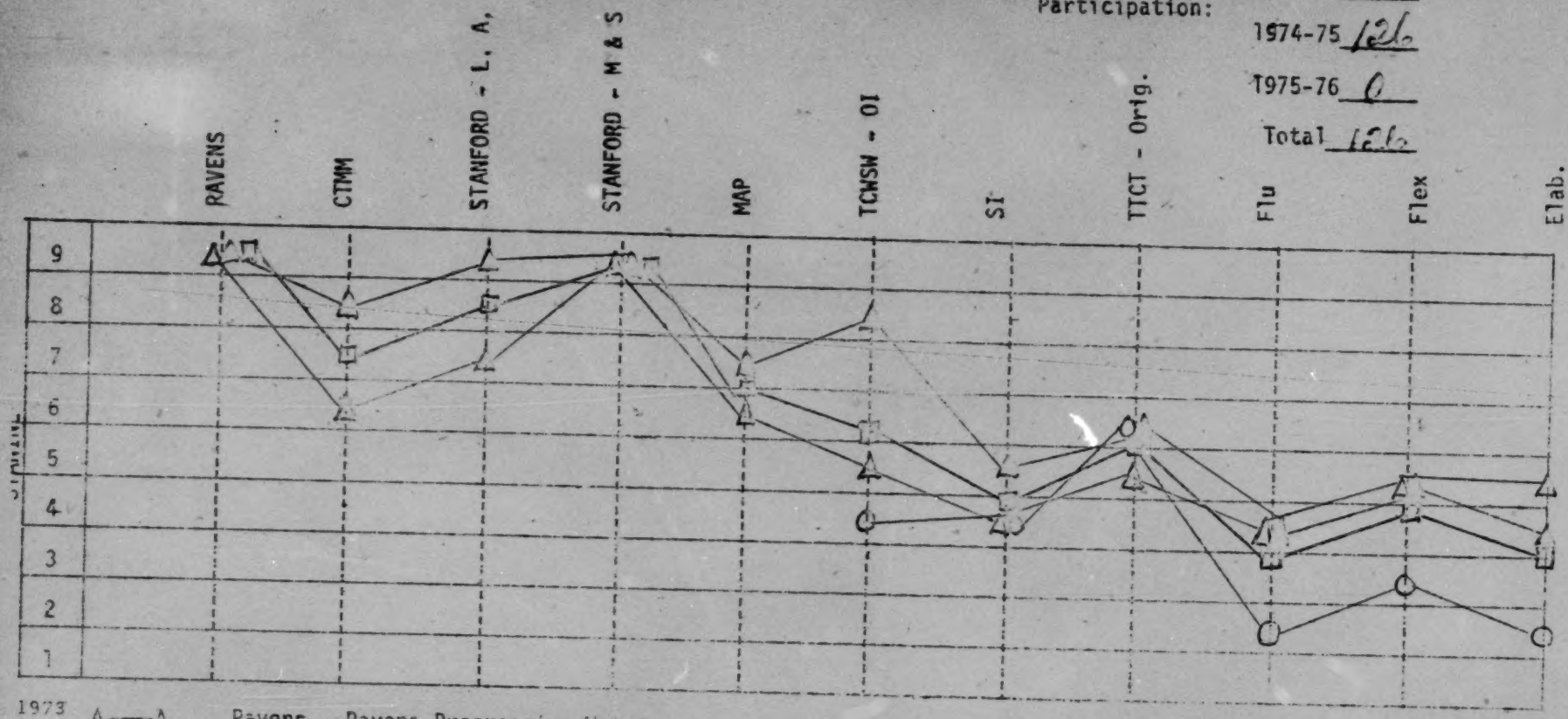
Age in 1973 10

Number of hours Participation: 1973-74 —

1974-75 126

1975-76 0

Total 126




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

1975 ▲——▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1976 ●——● Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

34

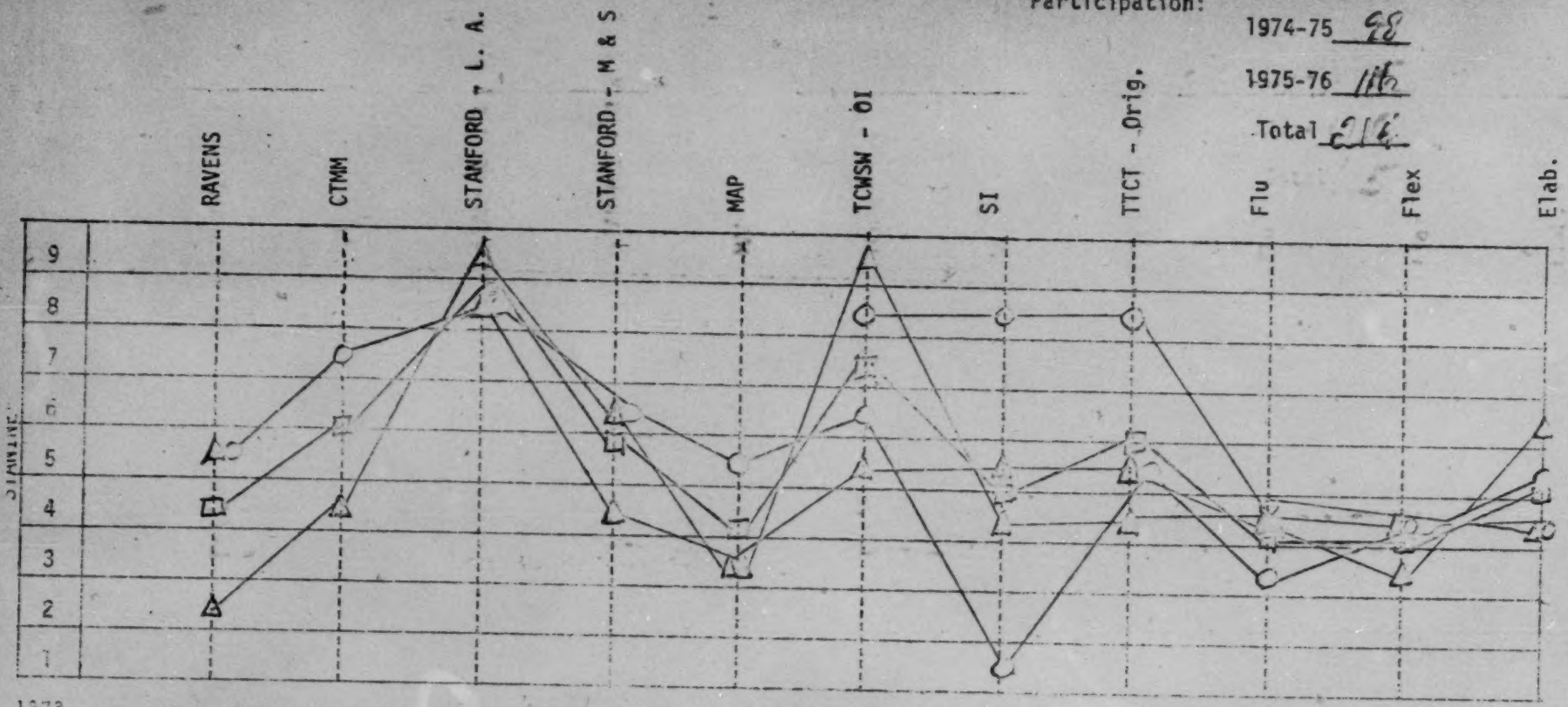
35

This student moved [illegible] during the summer of 1975.

NAME [redacted] Project TAG Individual Profile

Age in 1973 10

Number of hours Participation: 1973-74 —
1974-75 98
1975-76 116
Total 214




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1976 o——o Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

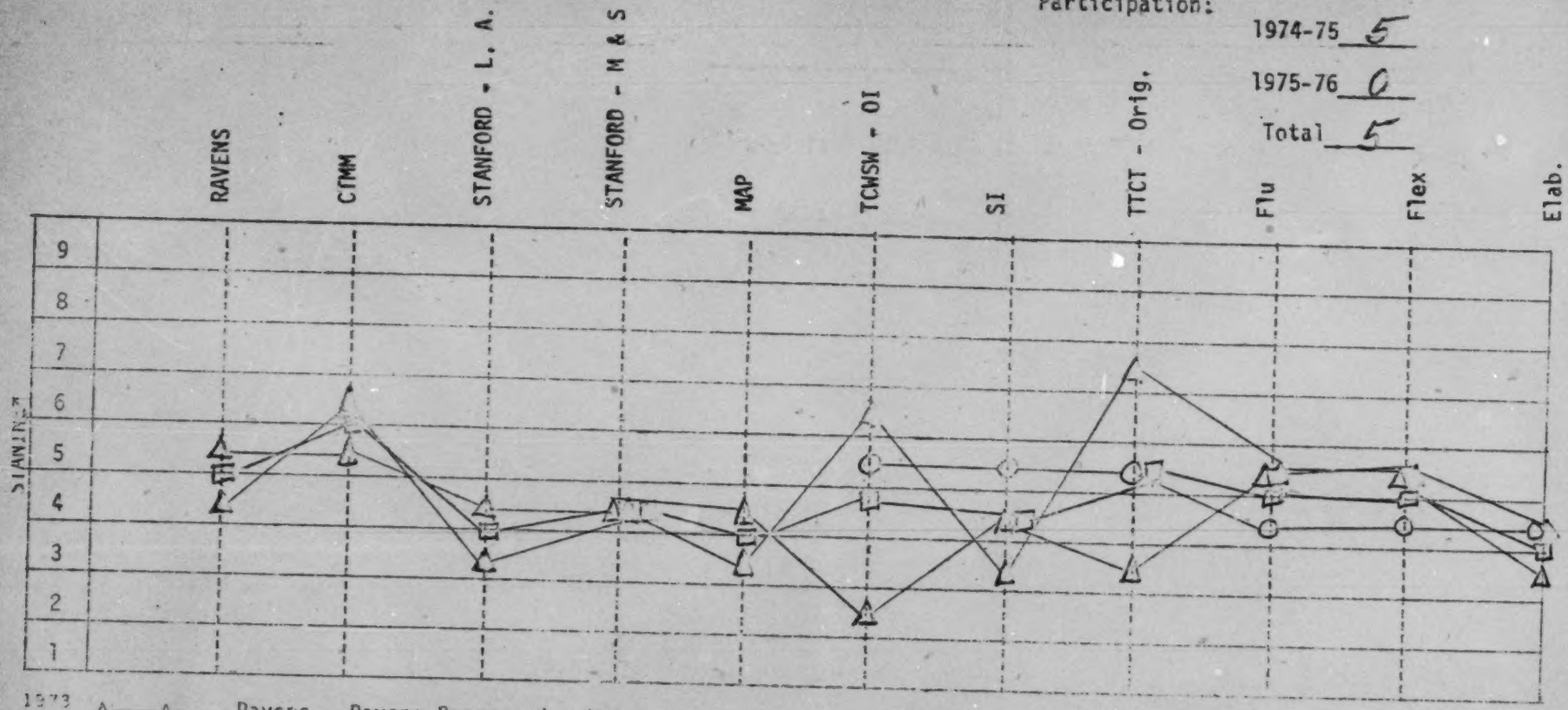
*Stanines based on local gifted population

NAME Eric

Project TAG Individual Profile

Age in 1973 10

Number of hours Participation: 1973-74 —
1974-75 5
1975-76 0
Total 5




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
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OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population





COMMENTS:

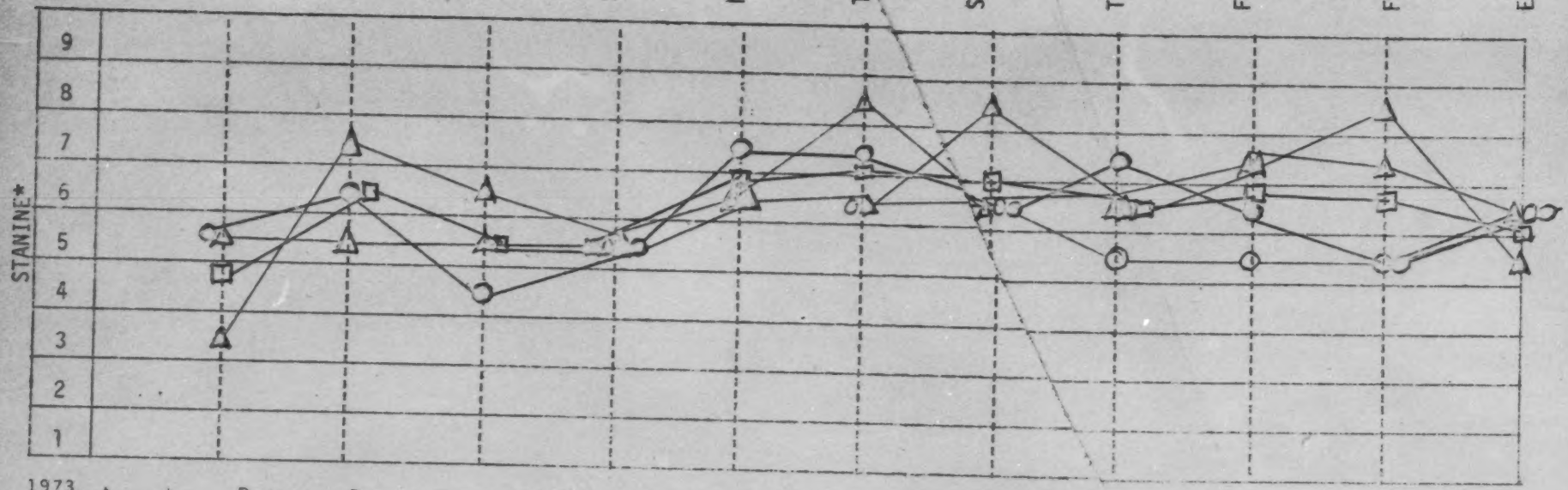
Eric came from where there was little encouragement with academic pursuits and where there were many problems.

NAME E.S.

Project TAG - Individual Profile

Age in 1973 10

Number of Hours Participation: 1973-74 —
1974-75 32
1975-76 0
Total 32




1973 Δ——Δ Ravens - Ravens Progressive Matrices
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1976 o——o Stanford M & S - Stanford Achievement Test - Math & Science Sections
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TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

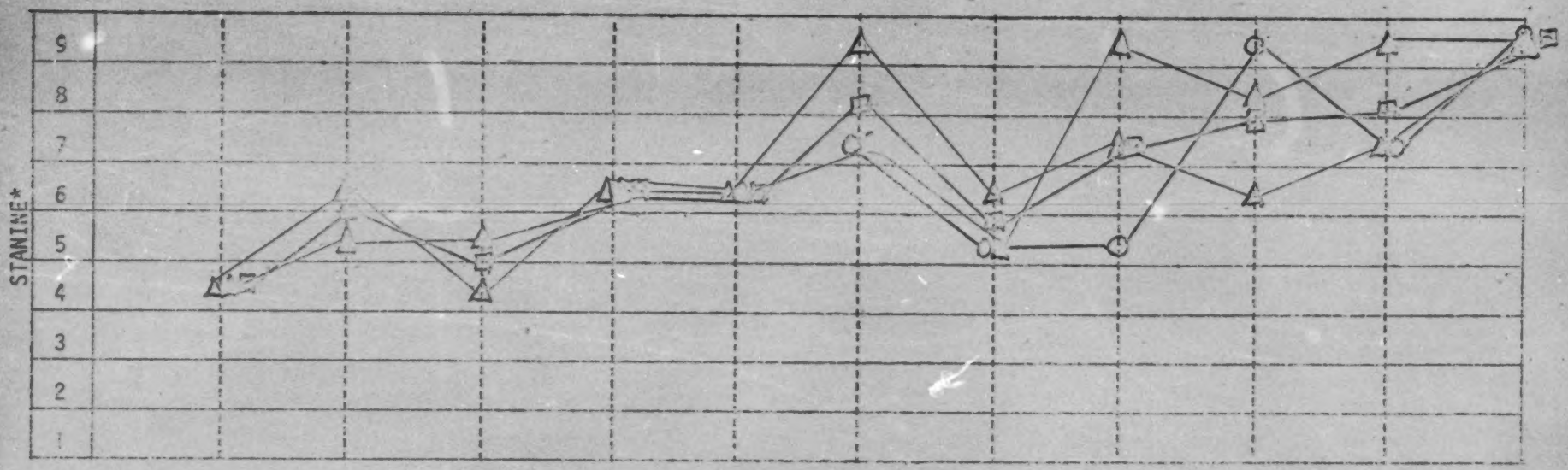


COMMENTS:

Project TAG Individual Profile

NAME [redacted] Age in 1973 10

Number of hours Participation: 1973-74 —
1974-75 52
1975-76 78
Total 160




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

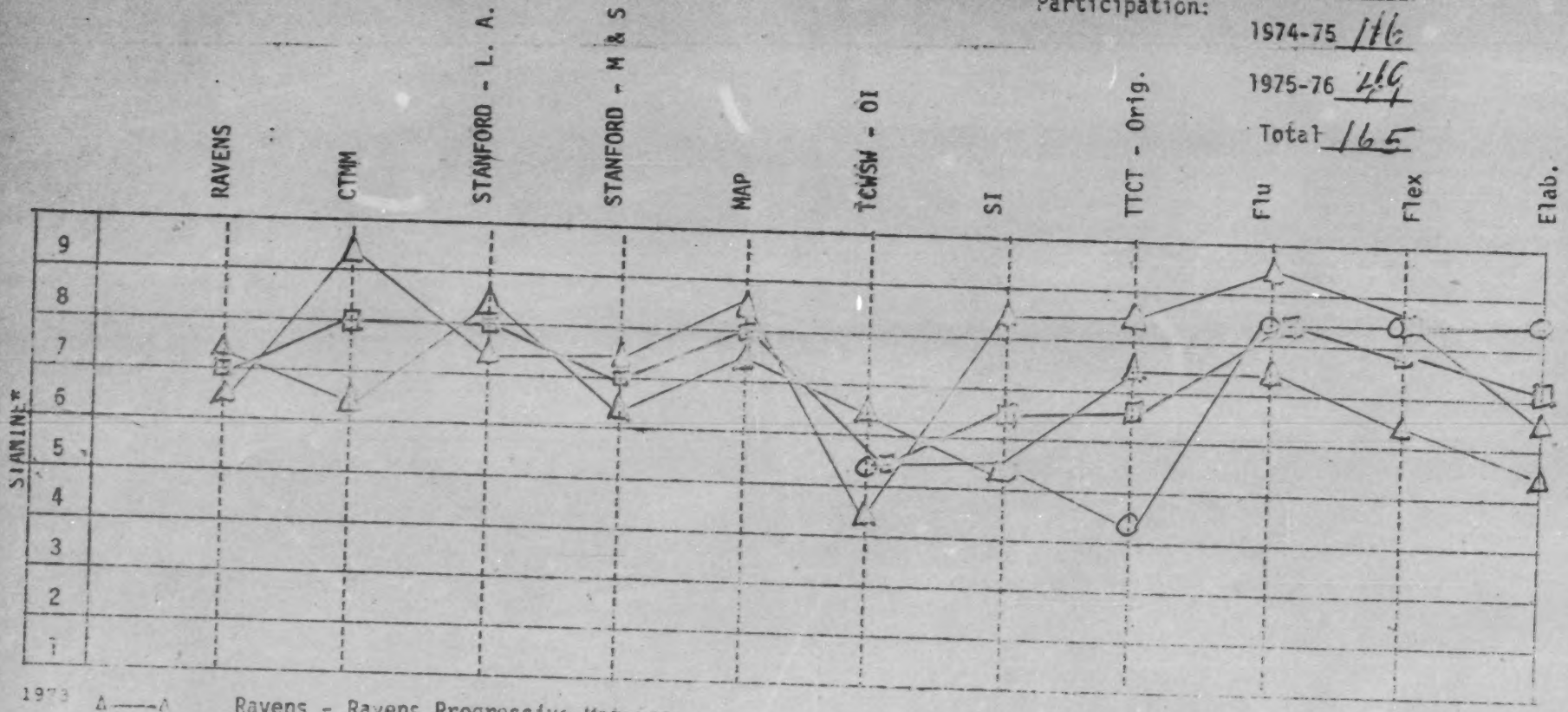
*Stanines based on local gifted population

COMMENTS:

NAME _____ Project IAG Individual Profile

Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 116
1975-76 49
Total 165



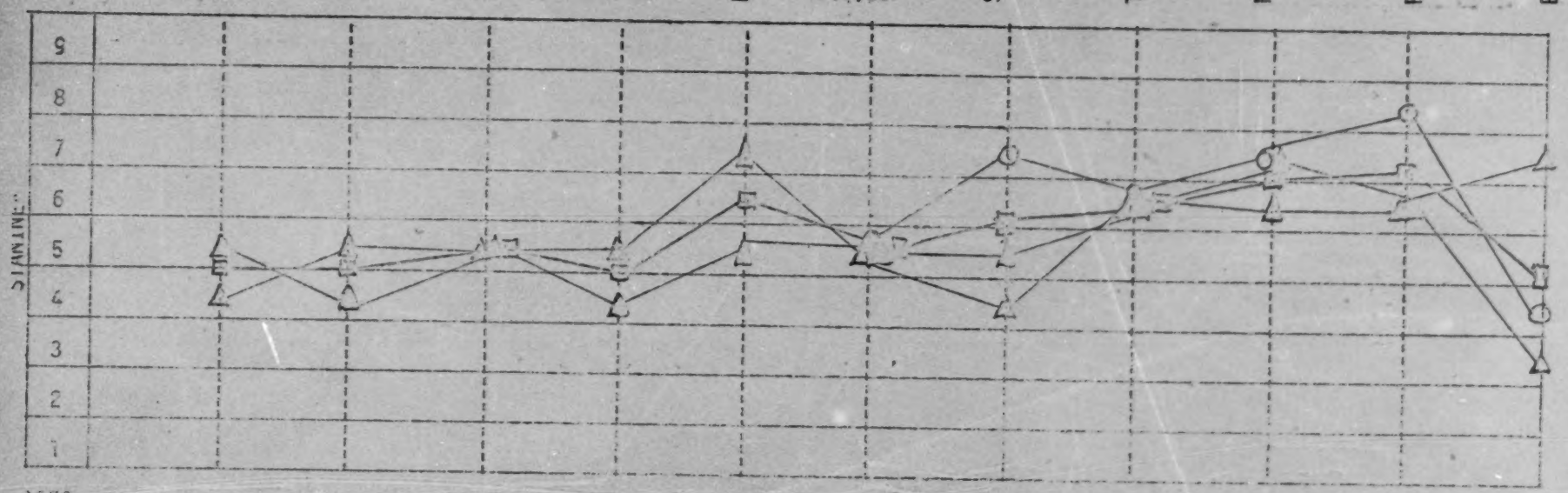

1973 A——A Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1976 ▫——▫ Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite ▽——▽ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

NAME [illegible] Project TAG Individual Profile

Age in 1973 10

Number of hours Participation: 1973-74 —
1974-75 0
1975-76 0
Total 0




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

Project TAG Individual Profile

[redacted] Age in 1973 [redacted]

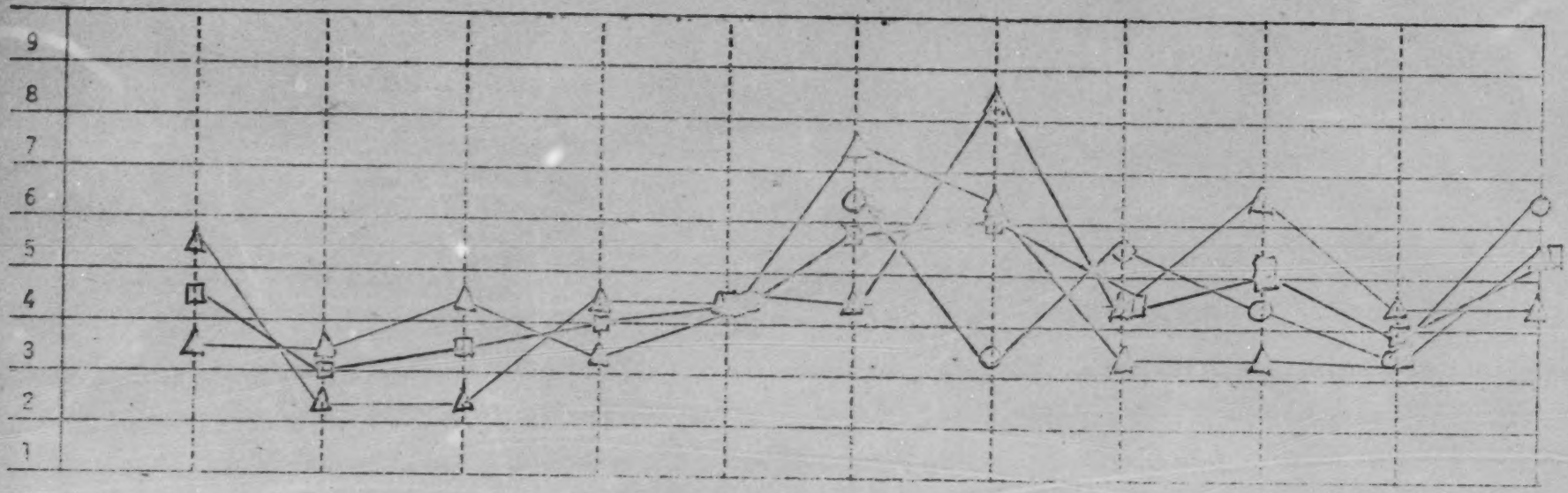
Number of Hours 1973-74 [redacted]

Participation:

1974-75 3%

1975-76 0%

Total [redacted]




973 Δ——Δ Ravens - Ravens Progressive Matrices

974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

975 Δ——Δ Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

976 o——o TCWSW - Thinking Creatively With Sounds & Words

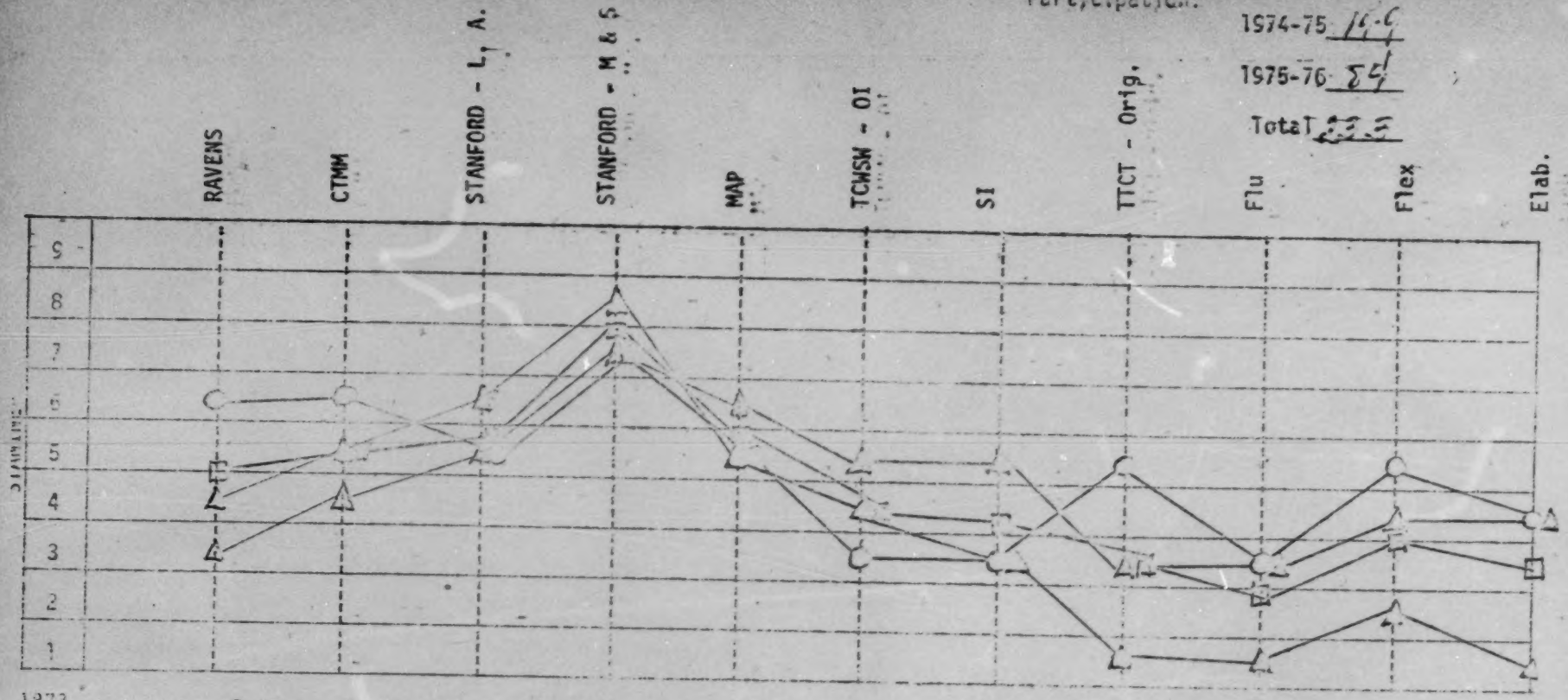
OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ : TTCT - Torrance Test of Creative Thinking, Figural

Stanines based on local gifted population

Number of hours Participation: 1973-74 ___
1974-75 16.6
1975-76 84
Total ___




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1975 Δ——Δ Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

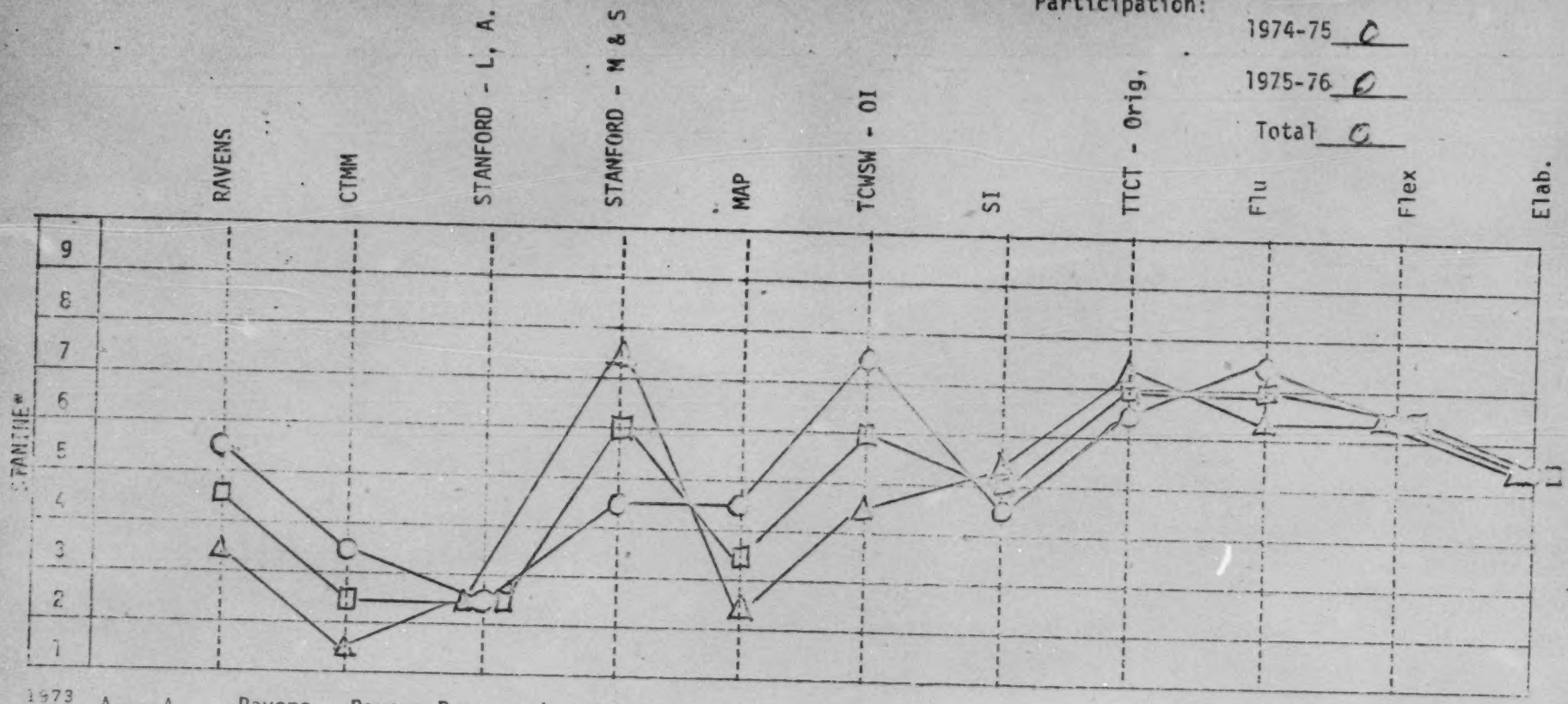
*Staninps based on local gifted population



COMMENTS:

NAME [redacted] Age in 1973 10

Number of hours Participation: 1973-74 ___
1974-75 0
1975-76 0
Total 0




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite ⊏—⊐

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

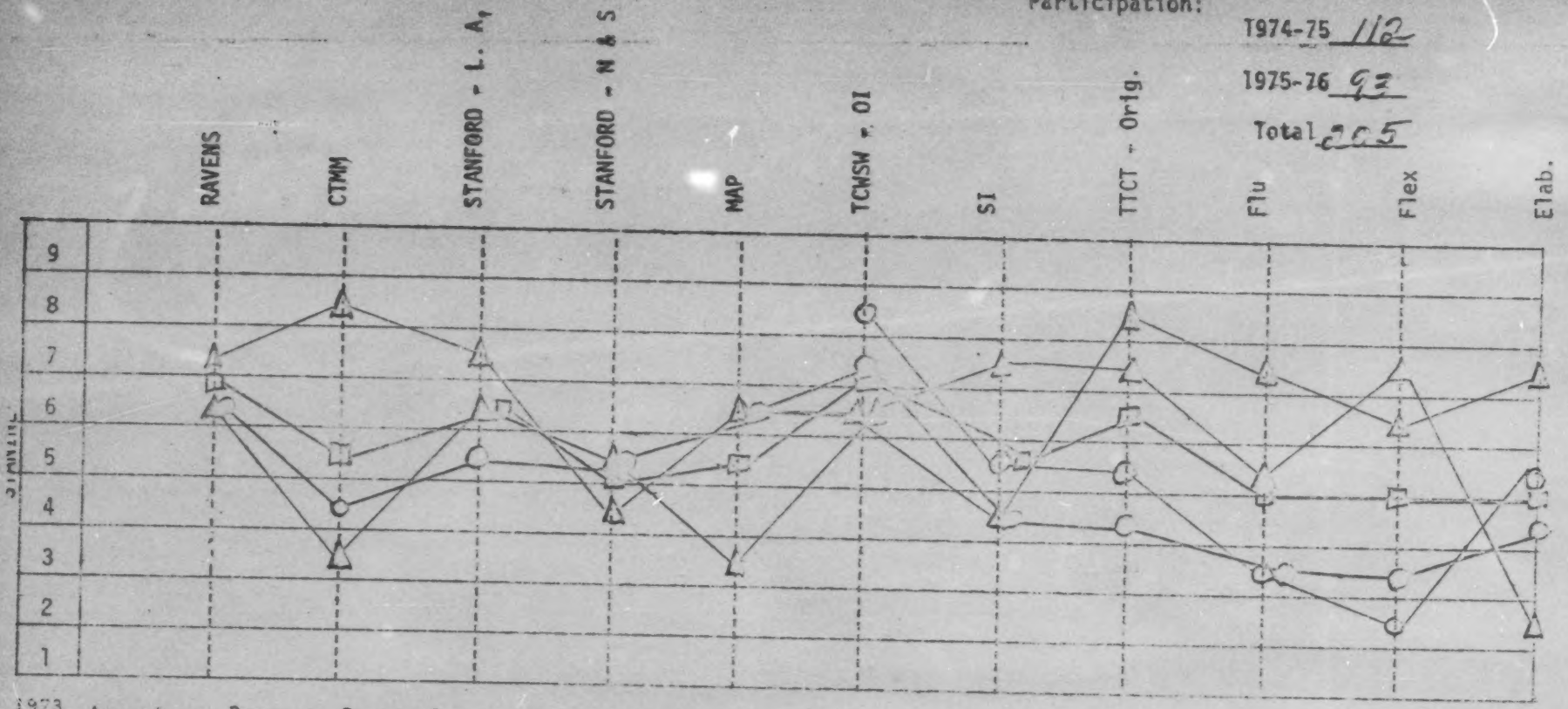
*Stanines based on local gifted population



COMMENTS:

NAME [redacted] Age in 1973 10

Number of hours Participation: 1973-74 ___ 1974-75 112 1975-76 93 Total 205




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

1975 A——A Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1976 ●——● Stanford M & S - Stanford Achievement Test - Math & Science Sections

Composite □——□ MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population



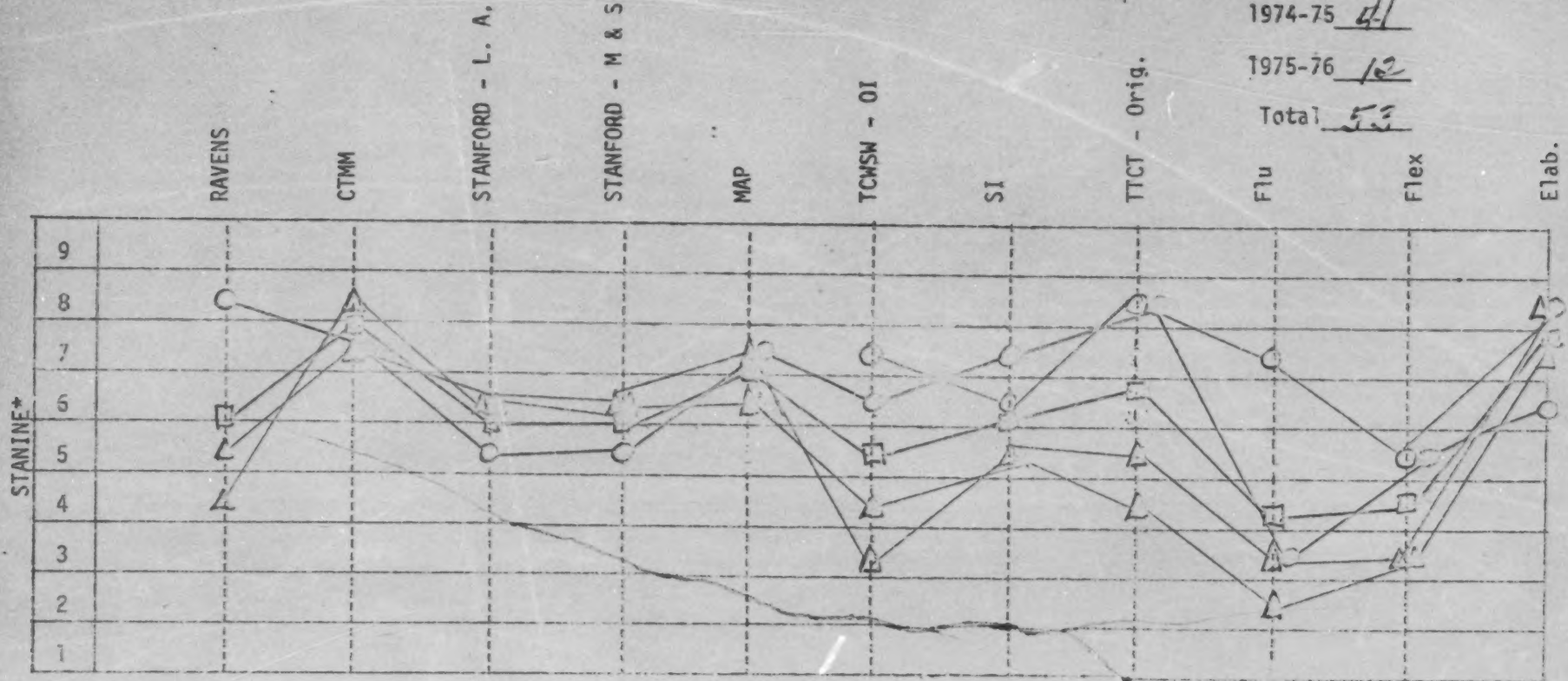


COMMENTS:

Project TAG Individual Profile

NAME ESO Age in 1973 10

Number of hours Participation: 1973-74 —
1974-75 41
1975-76 12
Total 53




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 ▲——▲ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 ●——● OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

56

COMMENTS:

57

Project TAG Individual Profile

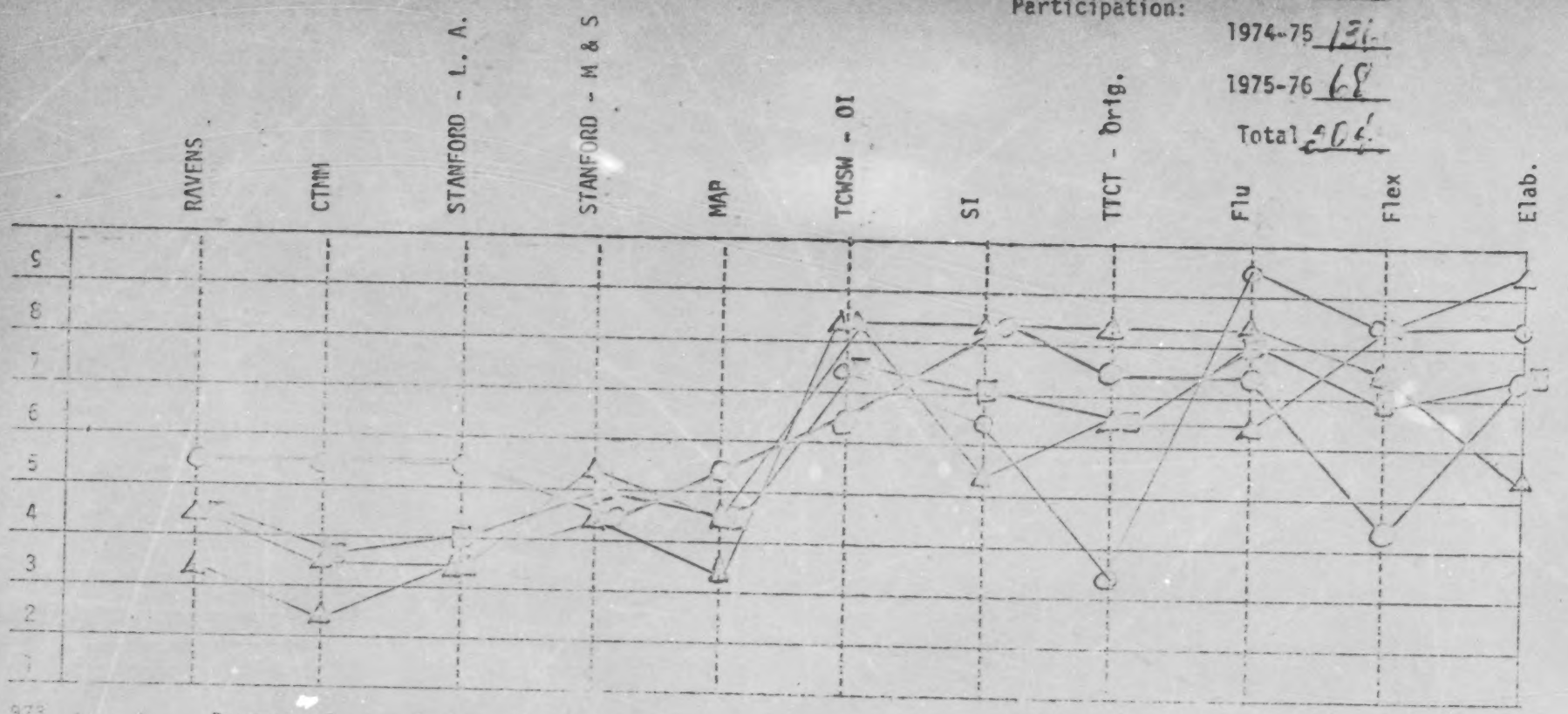
[redacted] Summer [redacted] 1973 [redacted]

Participation:

1974-75 [redacted]

1975-76 [redacted]

Total [redacted]




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 ○——○ CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1975 △——△ Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

1976 ●——● TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

Stanines based on local gifted population

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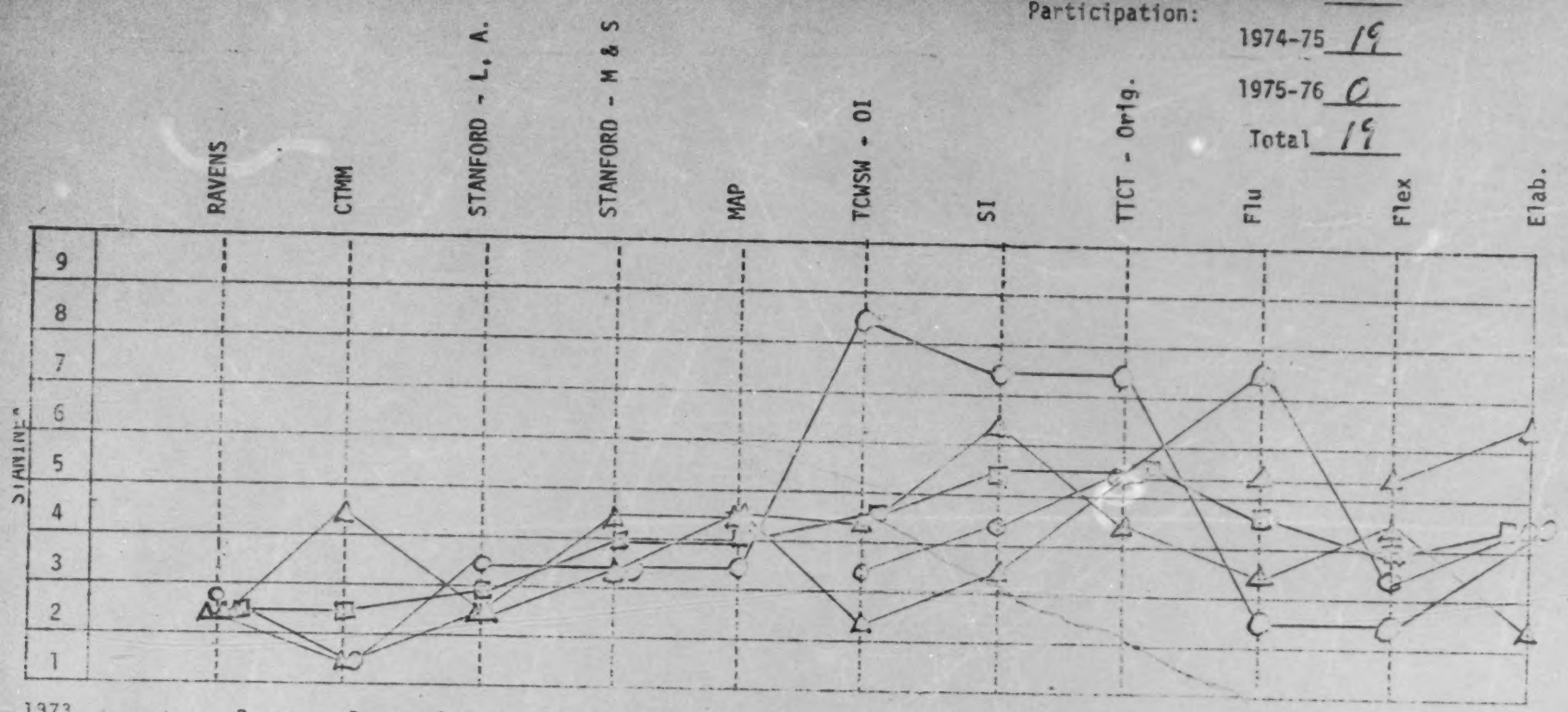
COMMENTS:

NAME E6 Project TAG Individual Profile

Age in 1973 11

Number of hours Participation: 1973-74 —
1974-75 19
1975-76 0
Total 19




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 ○——○ CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1975 Δ——Δ Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
1976 ●——● TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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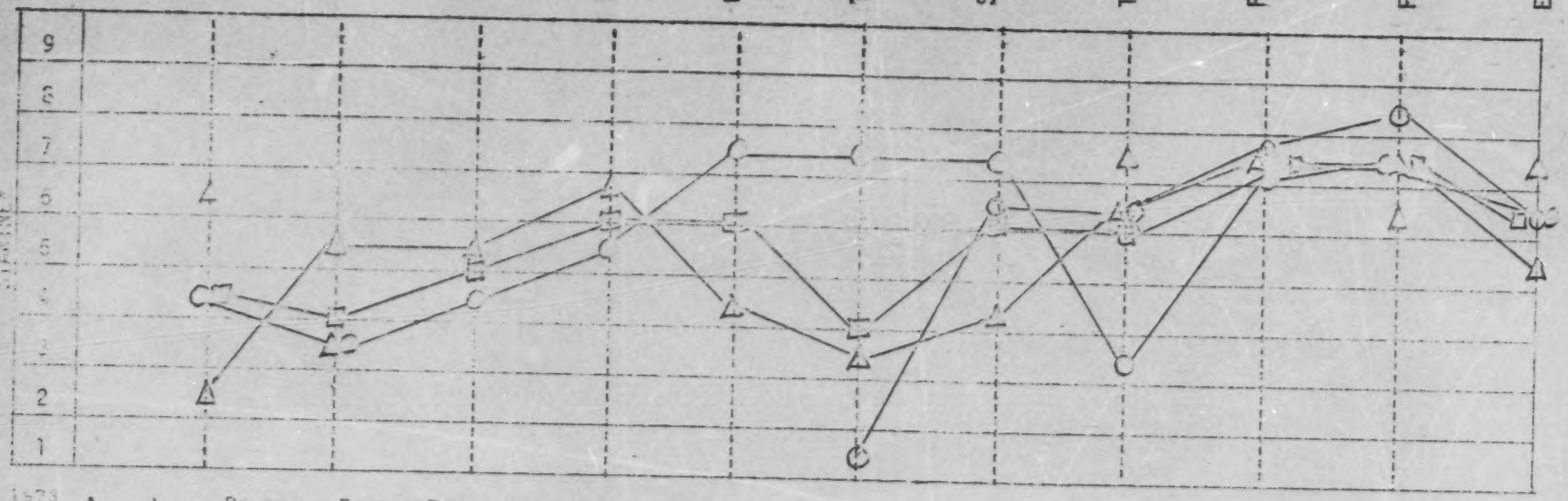
60

COMMENTS:

61

NAME [redacted] Age [redacted] Individual Profile

Number of hours Participation:
1973-74 —
1974-75 15
1975-76 0
Total 15




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite ⊏—⊐

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

62

COMMENTS:

63

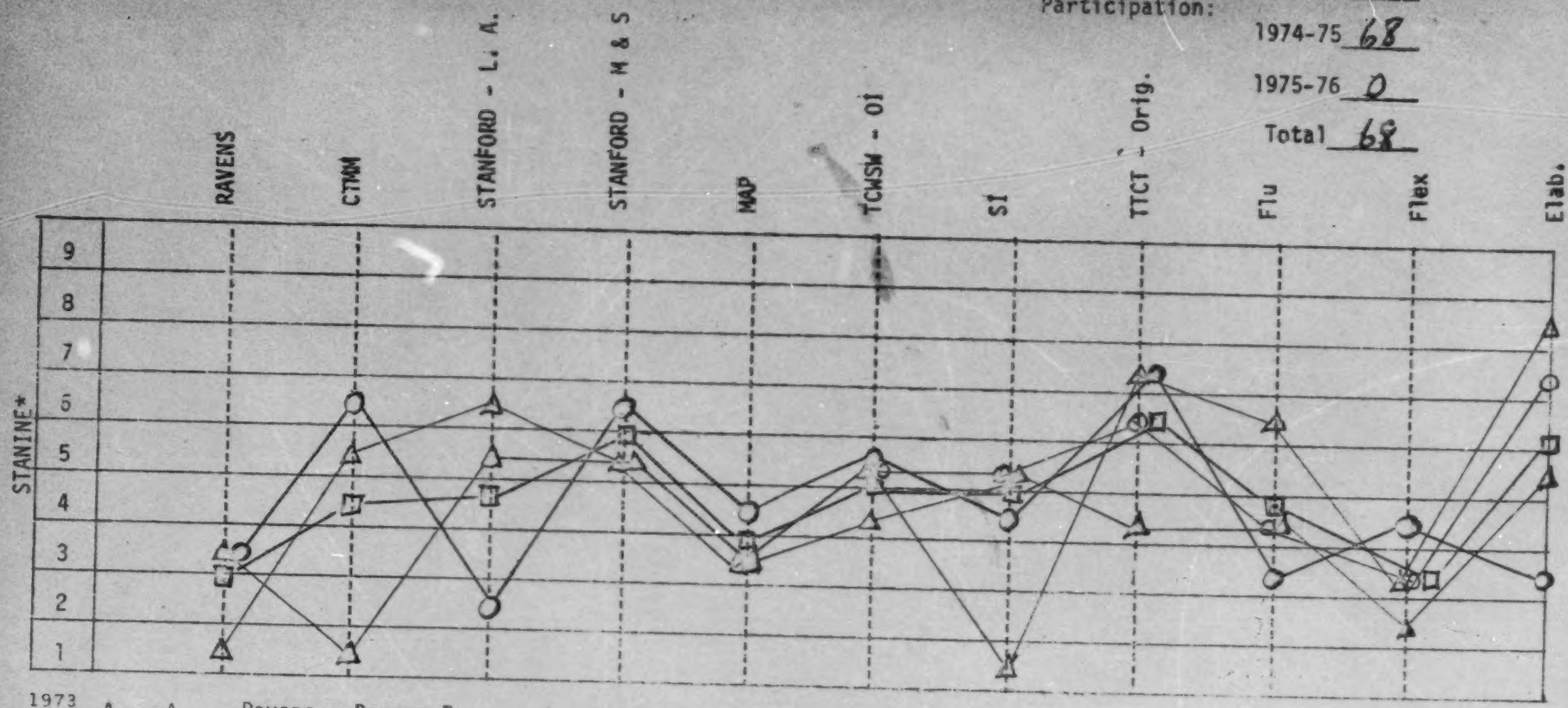
33

NAME [redacted]

Project TAG Individual Profile

Age in 1975 11

Number of hours Participation: 1973-74 —
1974-75 68
1975-76 0
Total 68




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
1975 ▲——▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1976 ●——● Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

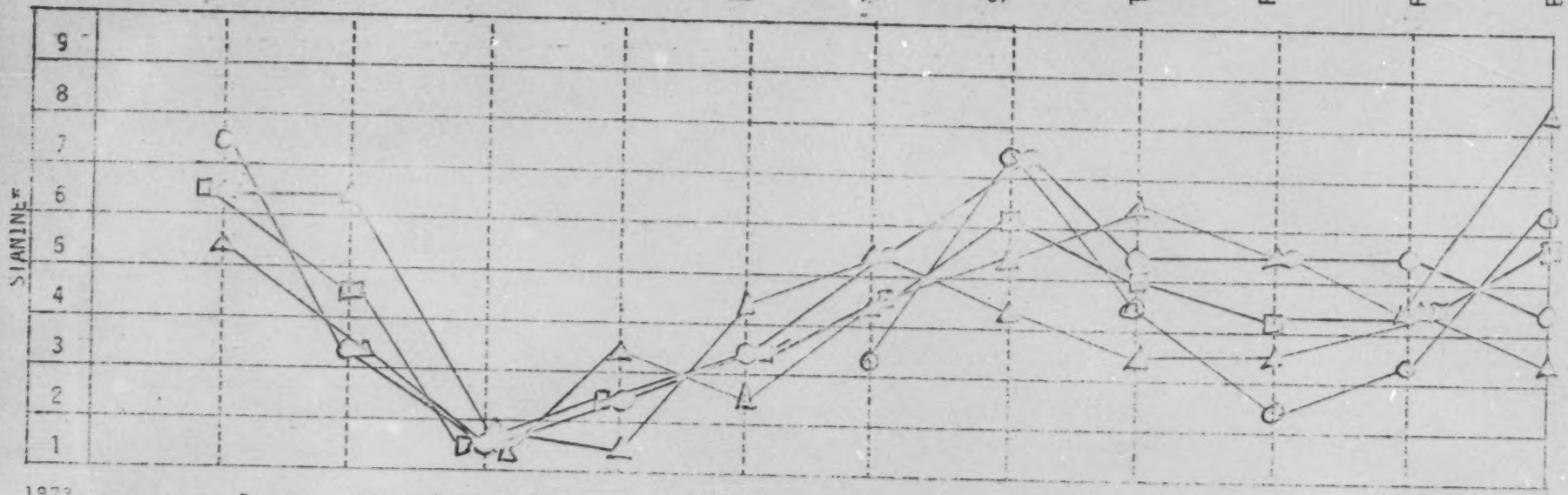
61

COMMENTS:

65

NAME Eli Age in 1973 11

Number of hours Participation: 1973-74 —
1974-75 60
1975-76 0
Total 60




1973 Ravens - Ravens Progressive Matrices
1974 CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1975 Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
1976 TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population



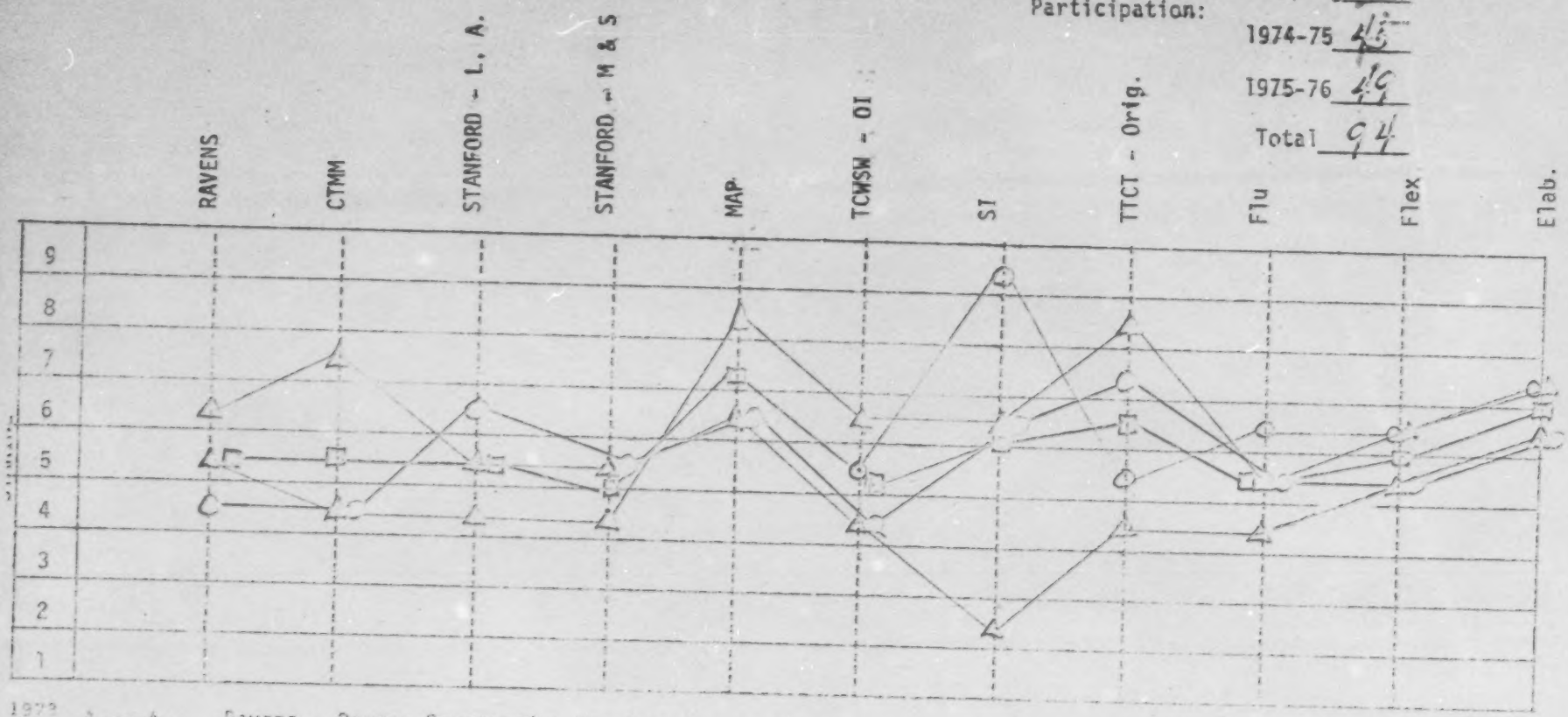
COMMENTS:

NAME E12

Project TAG Individual Profile

Age in 1973 11

Number of hours Participation: 1973-74 ——
1974-75 46
1975-76 49
Total 94




1973 Δ——Δ
1974 ○——○
1975 Δ——Δ
1976 ●——●
Composite ⊏—⊏

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

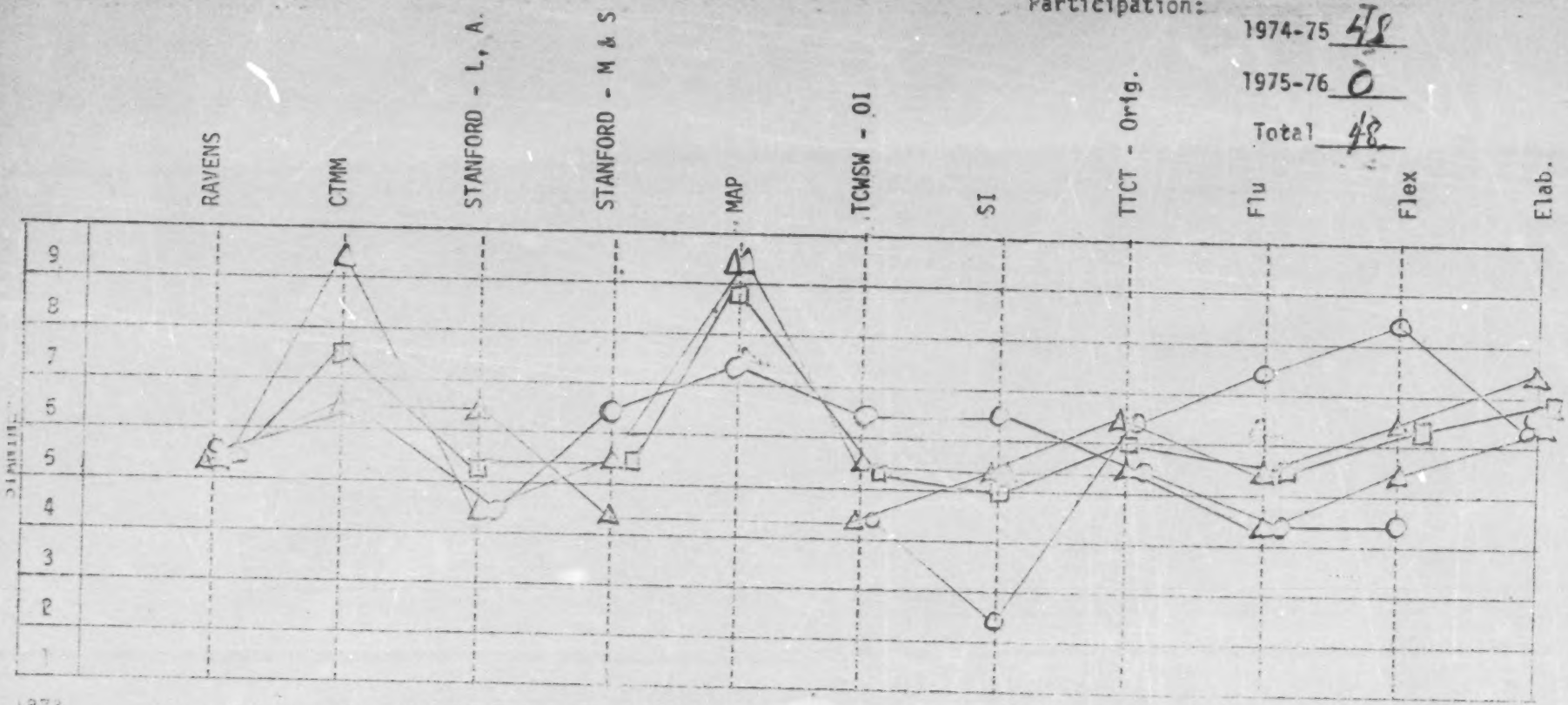


COMMENTS:

NAME E16 Age in 1973 11

Project MAG Individual Profile

Number of hours Participation: 1973-74 —
1974-75 48
1975-76 0
Total 48




1973 A——A
1974 o——o
1975 Δ——Δ
1976 ø——ø
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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70

COMMENTS:

Very talented child, but felt she could better meet her needs through activities other than those offered by the project. Antagonistic person.

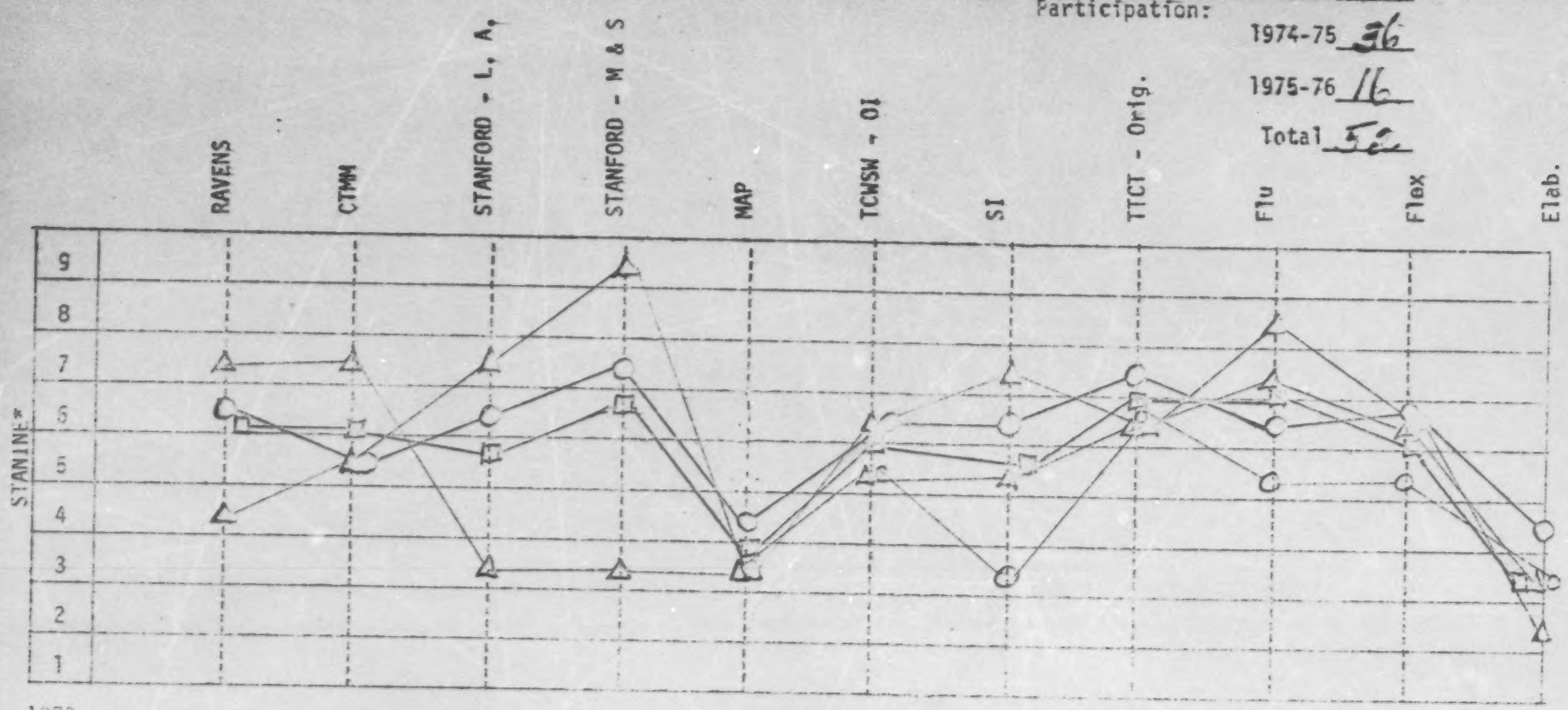
71

NAME E23

Project TAG Individual Profile

Age in 1973 11

Number of hours - 1973-74 —
Participation:
1974-75 36
1975-76 16
Total 52




1973 Δ——Δ
1974 o——o
1975 ▲——▲
1976 ●——●
Composite ⊏—⊐

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

72

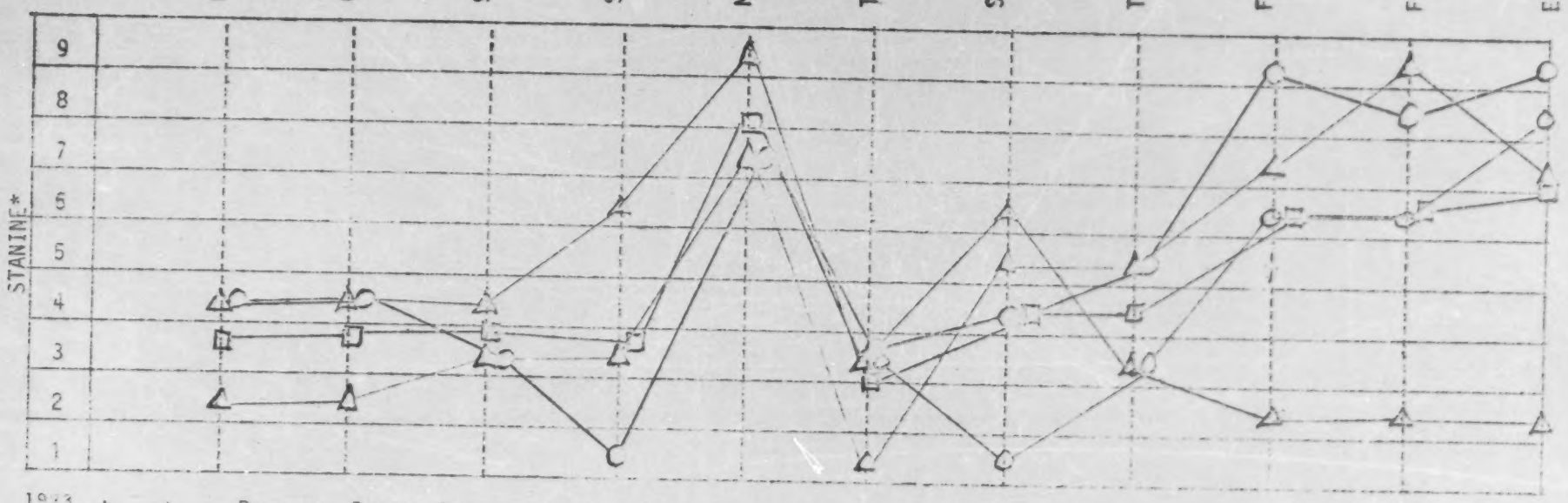
73

COMMENTS:

Project TAG Individual Profile

NAME E27 Age in 1973 11

Number of hours Participation: 1973-74 —
1974-75 6
1975-76 0
Total 6




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1976 o——o Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population



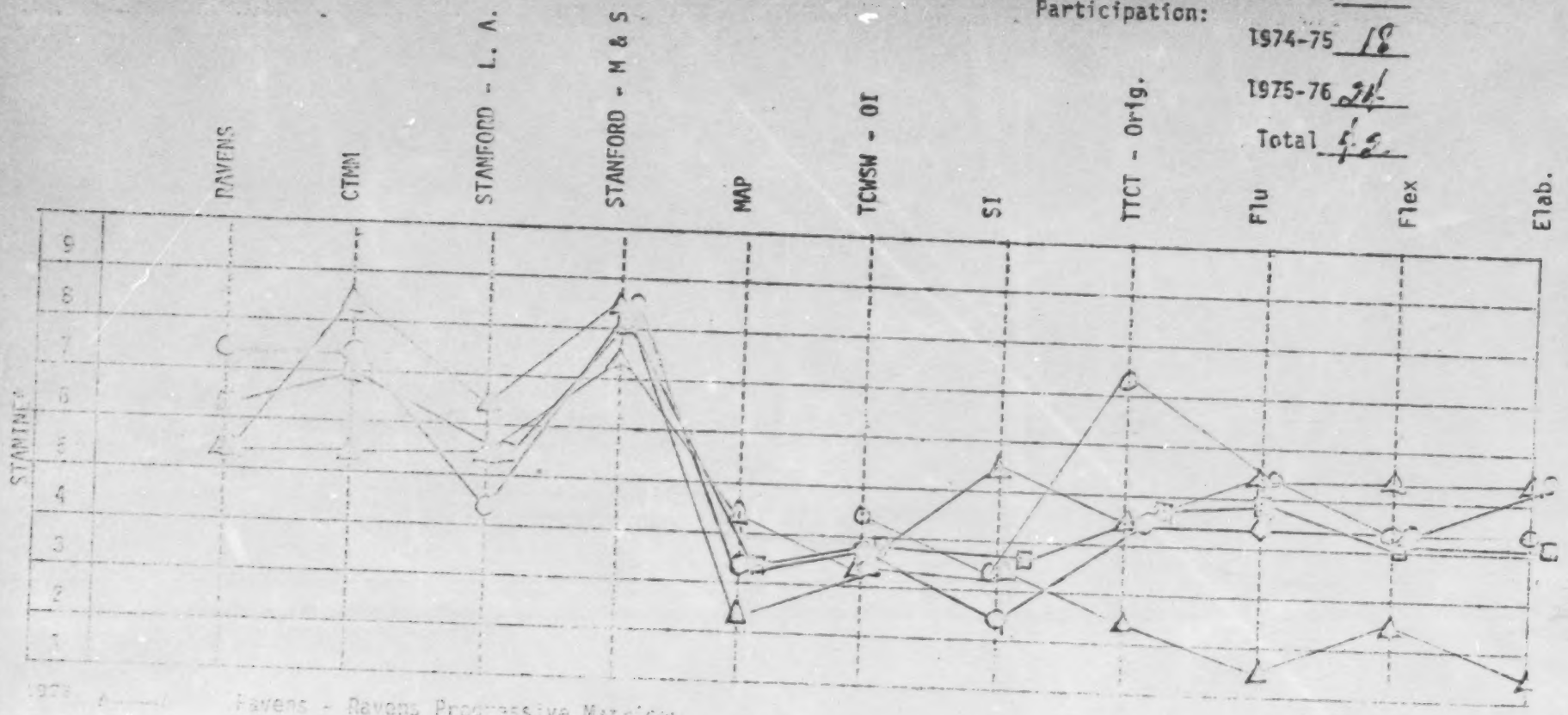


COMMENTS:

Project TAG Individual Pro[illegible]

Age in 1973 [illegible]

Number of hours Participation: 1973-74 —
1974-75 18
1975-76 24
Total 42




Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCMSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

[illegible] for local gifted population

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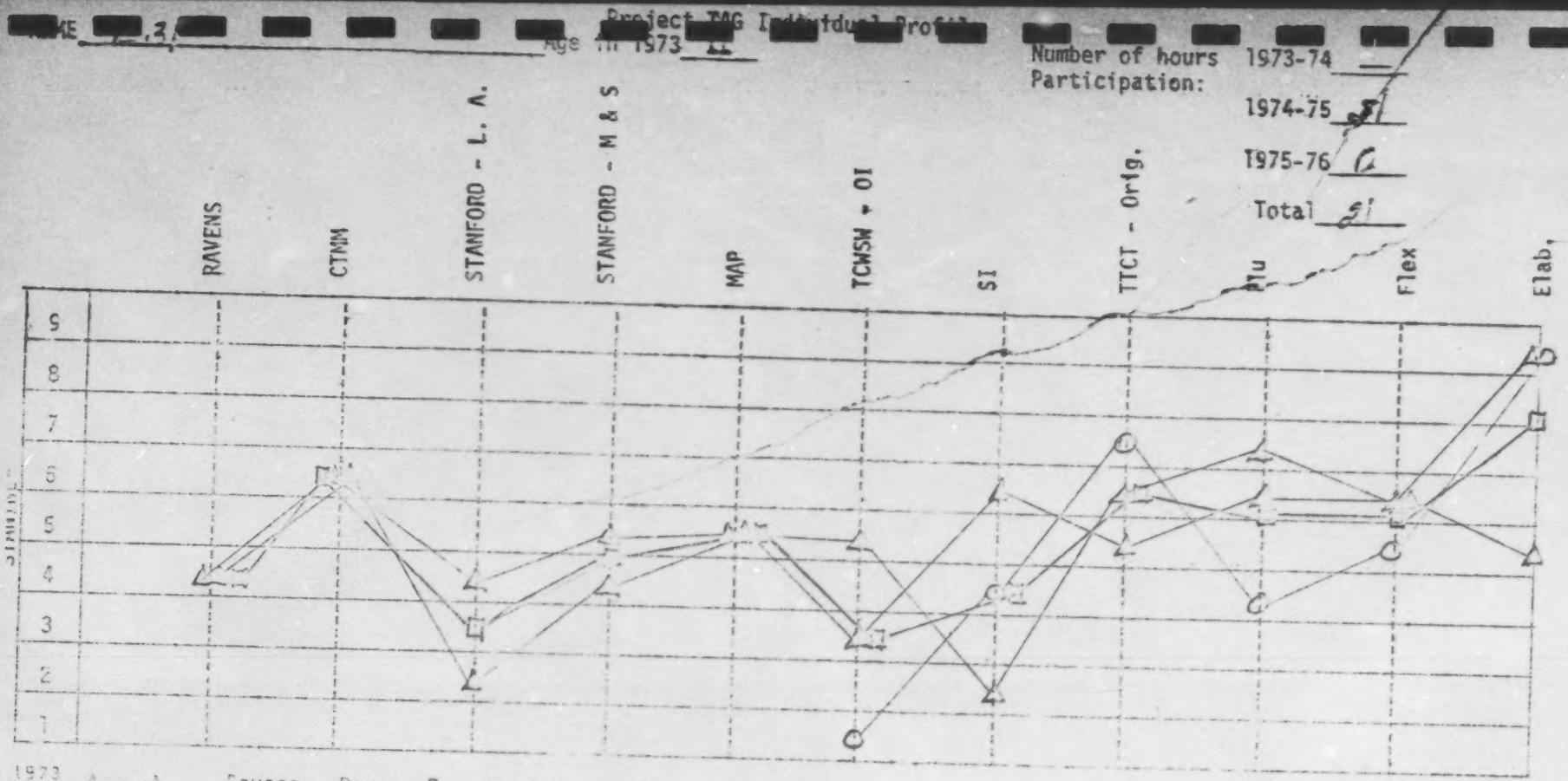
COMMENTS:

[illegible] a confusing result

[redacted] Project TAG Individual Profile

[redacted] Age in 1973 11

Number of hours Participation: 1973-74 —
1974-75 81
1975-76 61
Total 141




1973 A——A Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

78

79

COMMENTS:

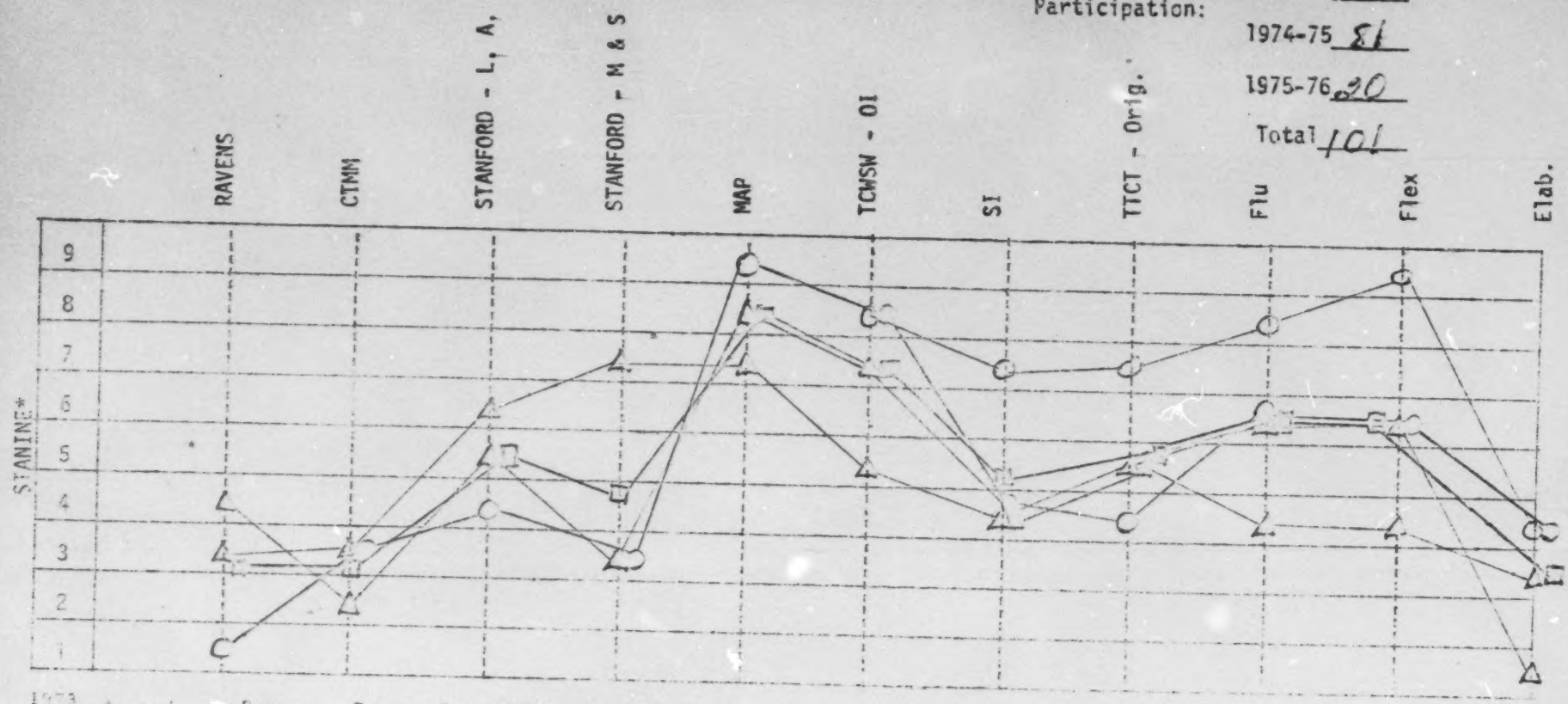
His primary interest was competitive sports, which project TAG did not provide.

NAME E.S.

Project TAG Individual Profile

Age in 1973 11

Number of hours Participation: 1973-74 ____ 1974-75 81 1975-76 20 Total 101




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 ○——○ CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1975 Δ——Δ Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

1976 ○——○ TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

80

COMMENTS:

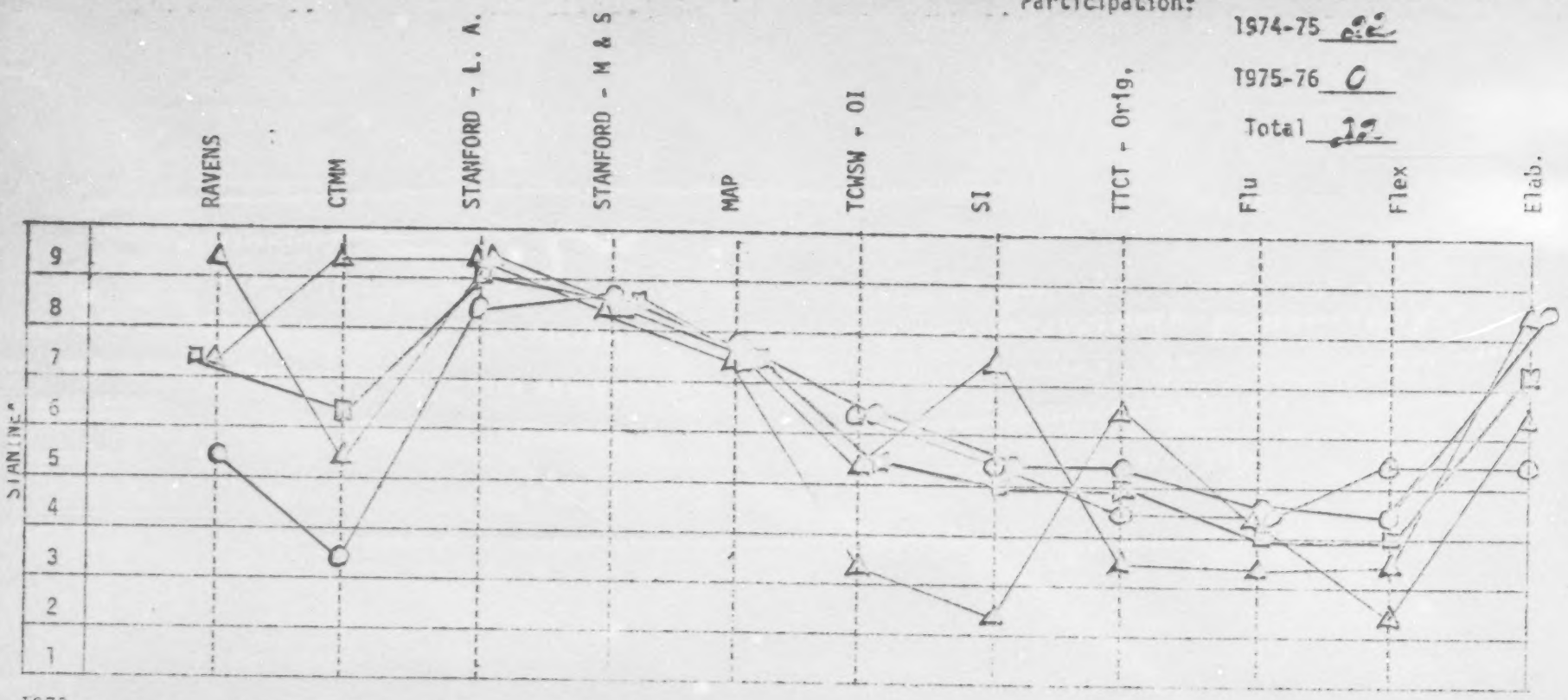
81

42

NAME [redacted] Age in 1973 11

Project TAG Individual Profile

Number of hours Participation: 1973-74 —
1974-75 22
1975-76 0
Total 22




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1975 Δ——Δ Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
1976 •——• TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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82

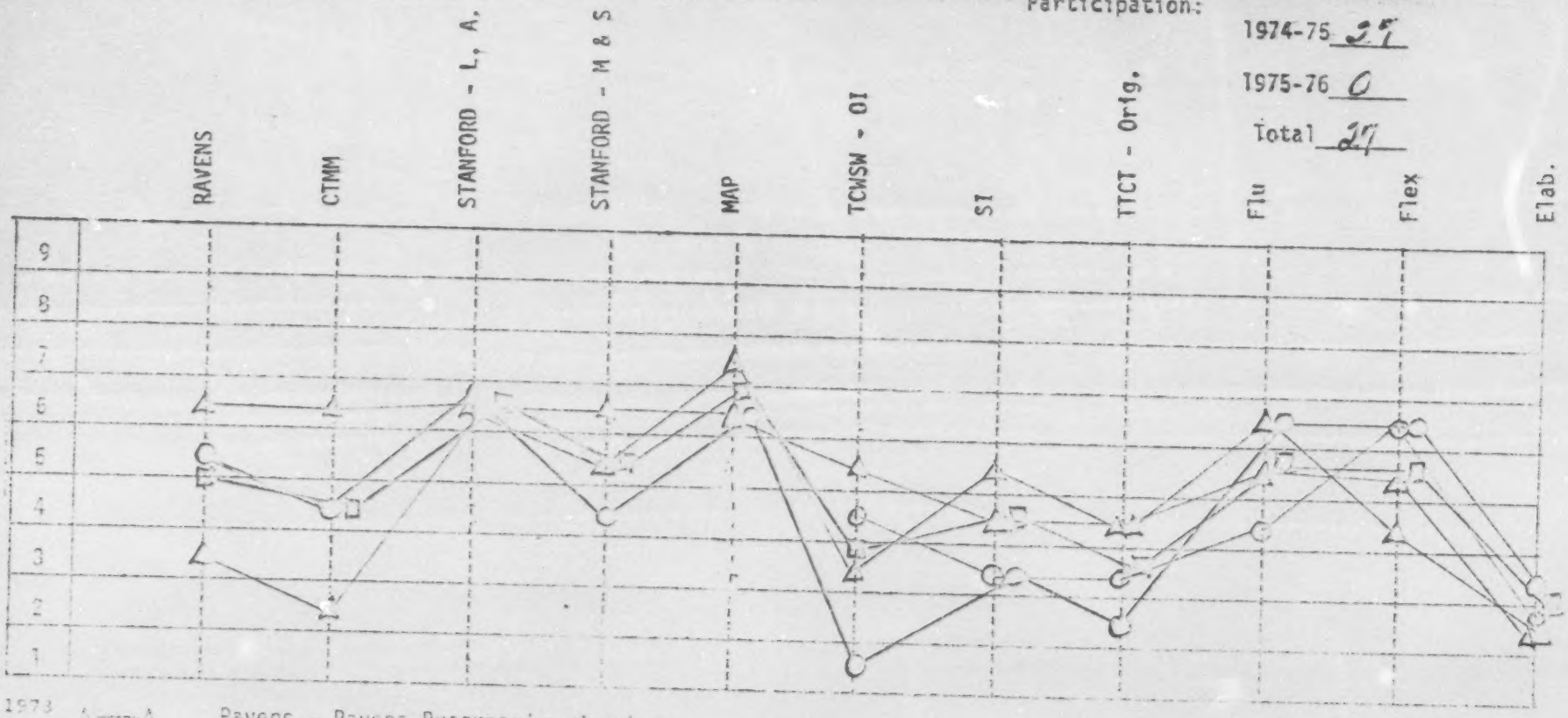
COMMENTS:

83

NAME IE45 Project TAG Individual Profile

Age in 1973 11

Number of hours Participation: 1973-74 —
1974-75 27
1975-76 0
Total 27




1973 A——A
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

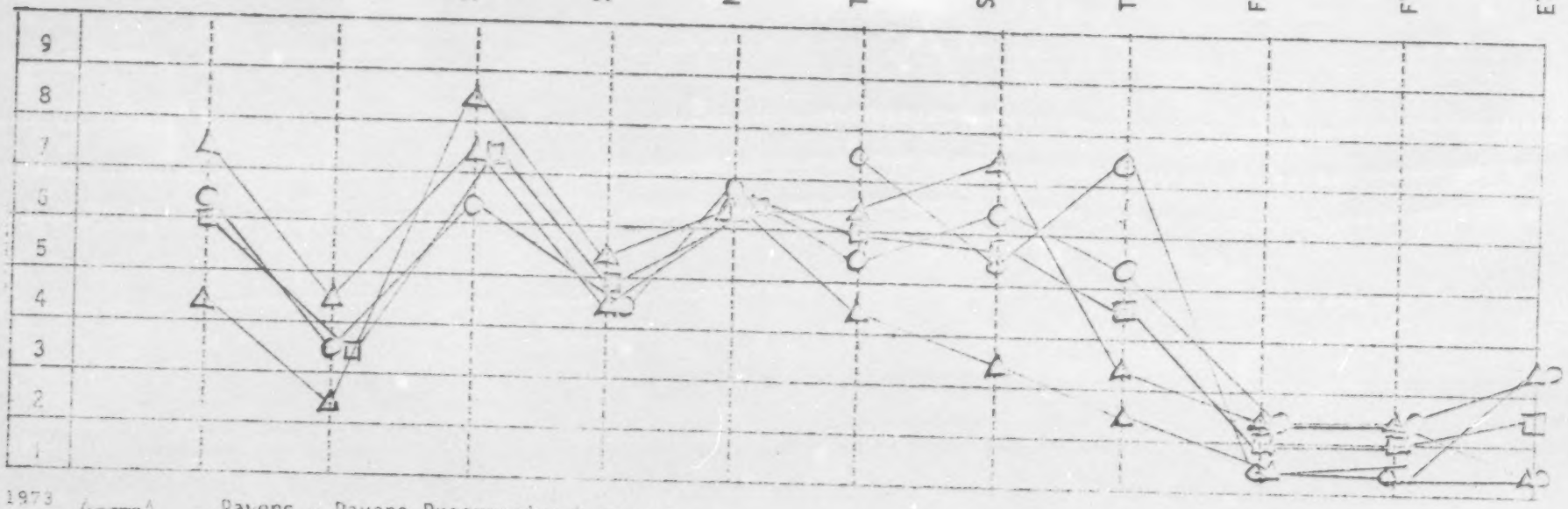
84

COMMENTS:

85

NAME E49 Project TAG Individual Profile Age in 1973 11

Number of hours Participation: 1973-74 —
1974-75 44
1975-76 0
Total 44




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

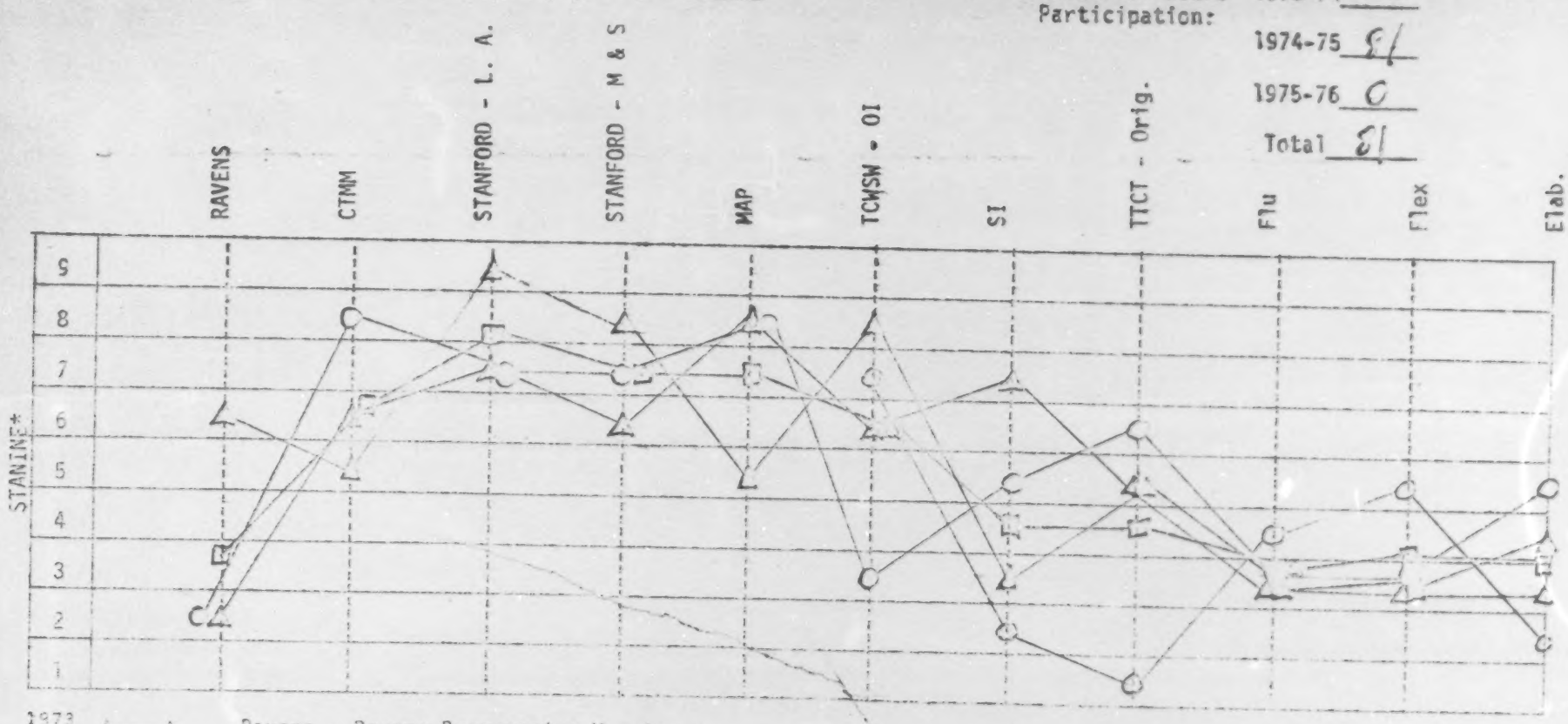


COMMENTS:

[redacted] Project TAG [redacted] Profile

NAME [redacted] Age in 1973 11

Number of hours Participation: 1973-74 —
1974-75 81
1975-76 0
Total 81




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 ○——○ CTMM - California Test of Mental Maturity, Short Form
1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1976 ○——○ Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

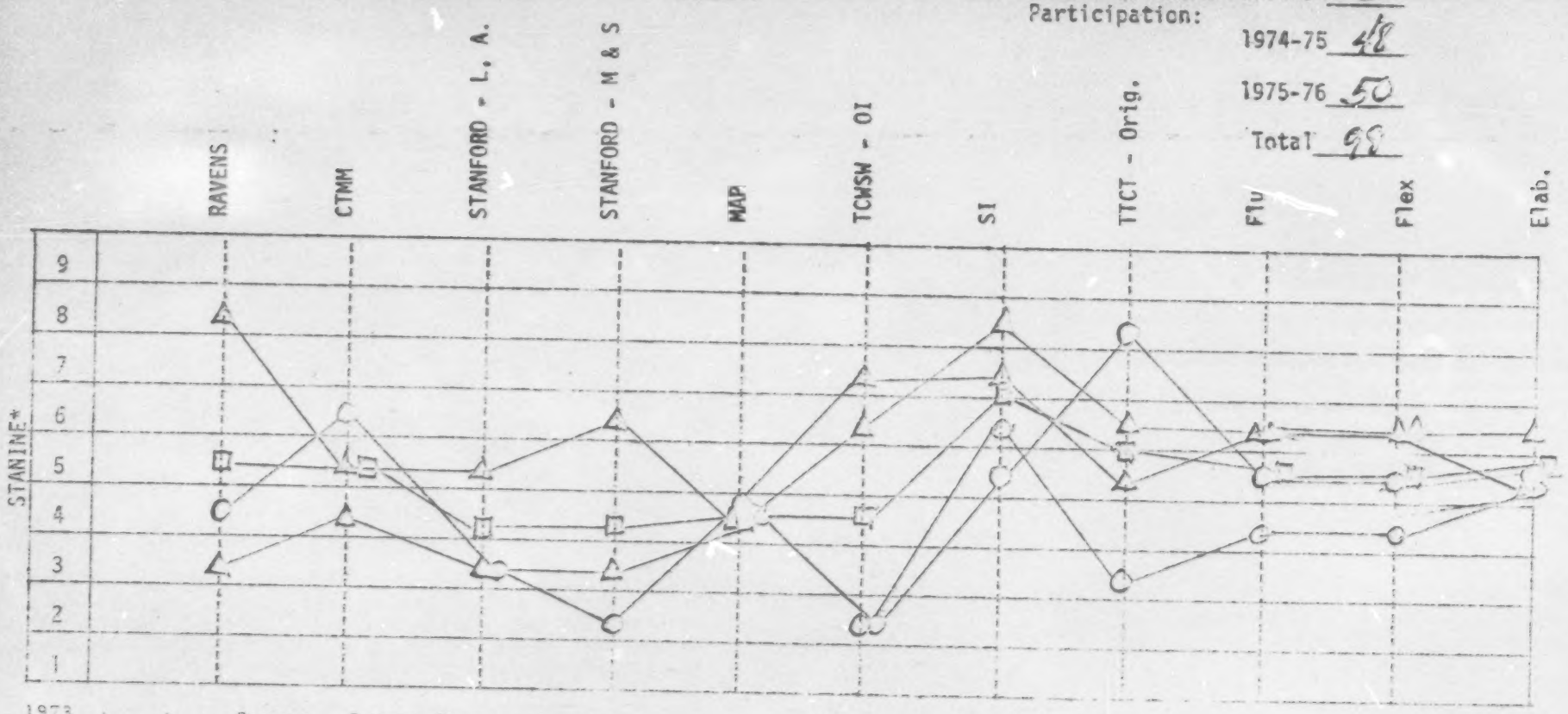
COMMENTS.

NAME E57

Project TAG Individual Profile

Age in 1973 11

Number of hours Participation: 1973-74 —
1974-75 48
1975-76 50
Total 98




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
1975 ▲——▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1976 ●——● Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

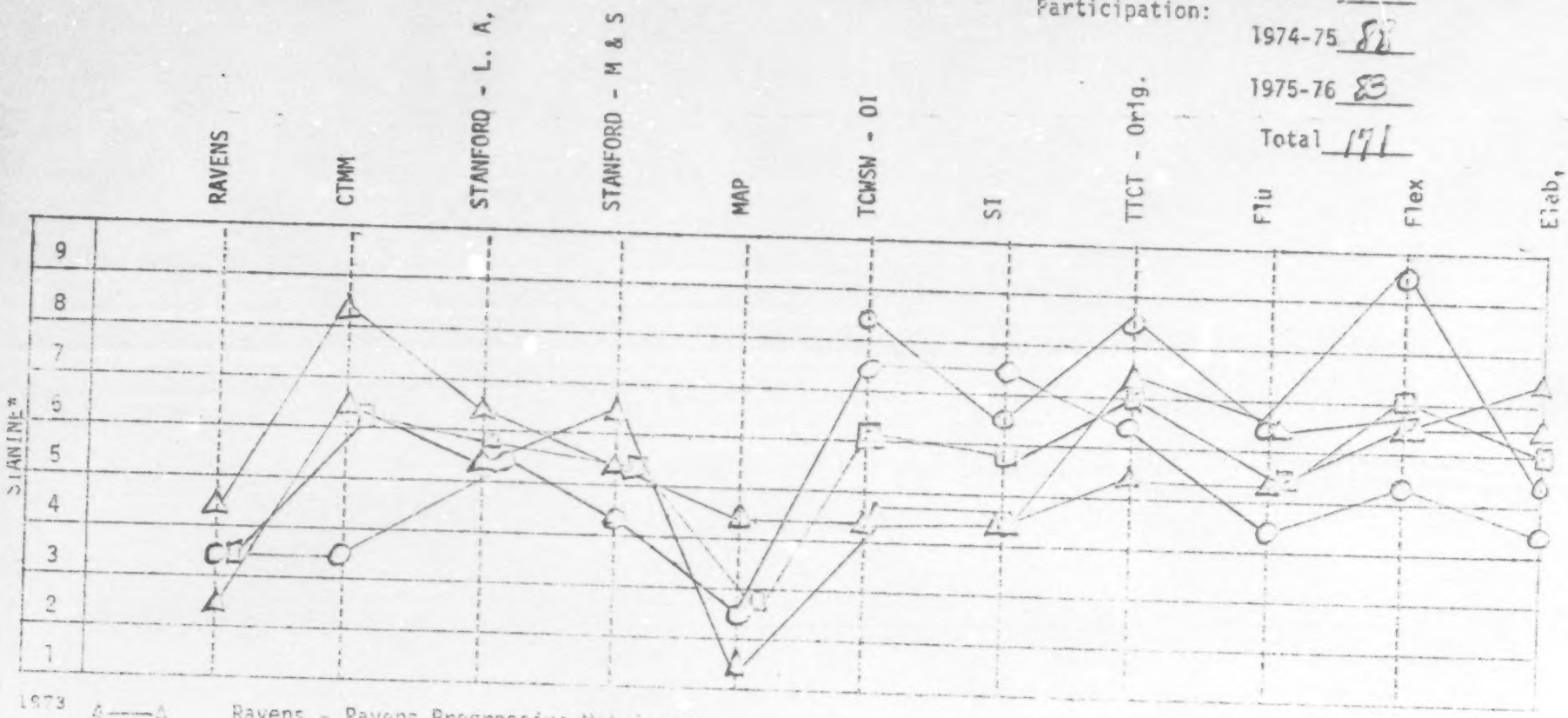
*Stanines based on local gifted population



COMMENTS:

NAME Eb1 Project TAG Individual Profile Age in 1973 11

Number of hours Participation: 1973-74 —
1974-75 82
1975-76 83
Total 171




1973 A——A Ravens - Ravens Progressive Matrices
1974 c——c CTMM - California Test of Mental Maturity, Short Form
1975 4——4 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1976 s——s Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite C——C TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

92

93

COMMENTS

NAME [redacted] E67 [redacted] Project TAG Individual Profile

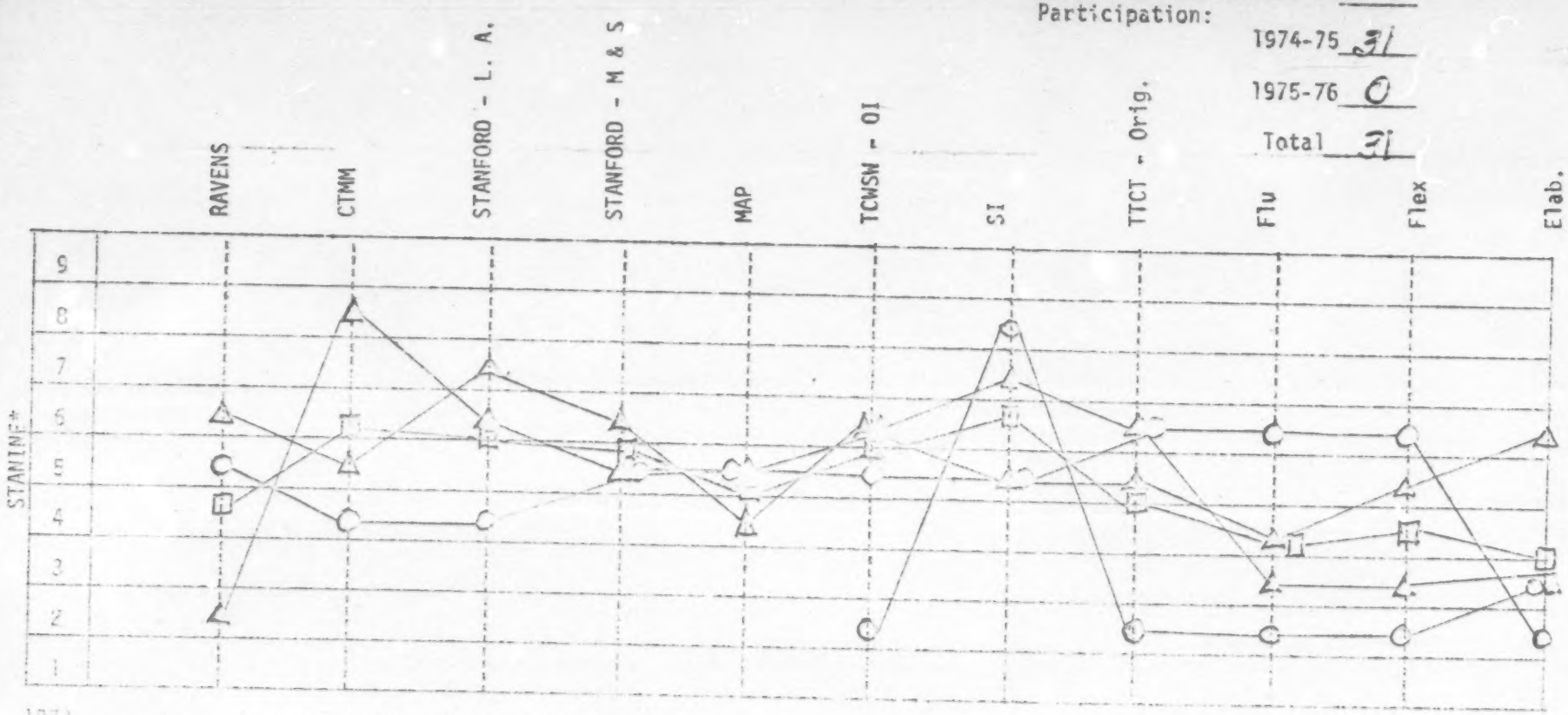
Age in 1973 11

Number of hours Participation: 1973-74 —

1974-75 31

1975-76 0

Total 31




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 □——□ CTMM - California Test of Mental Maturity, Short Form

1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1976 ○——○ Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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91

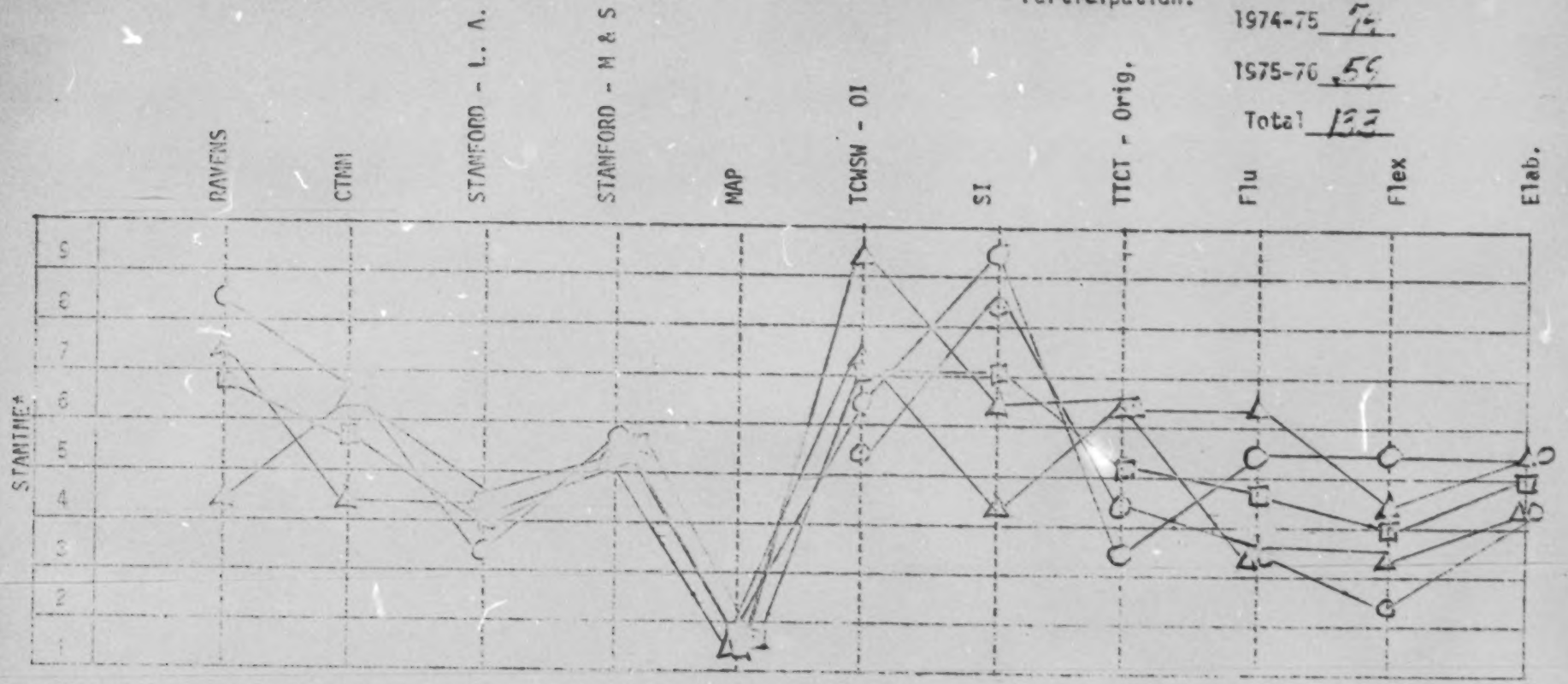
COMMENTS:

95

Project TAG Individual Profile

Age in 1973 ___

Number of hours Participation: 1973-74 —
1974-75 72
1975-76 56
Total 128




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 ○——○ CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1975 △——△ Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
1976 ◇——◇ TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

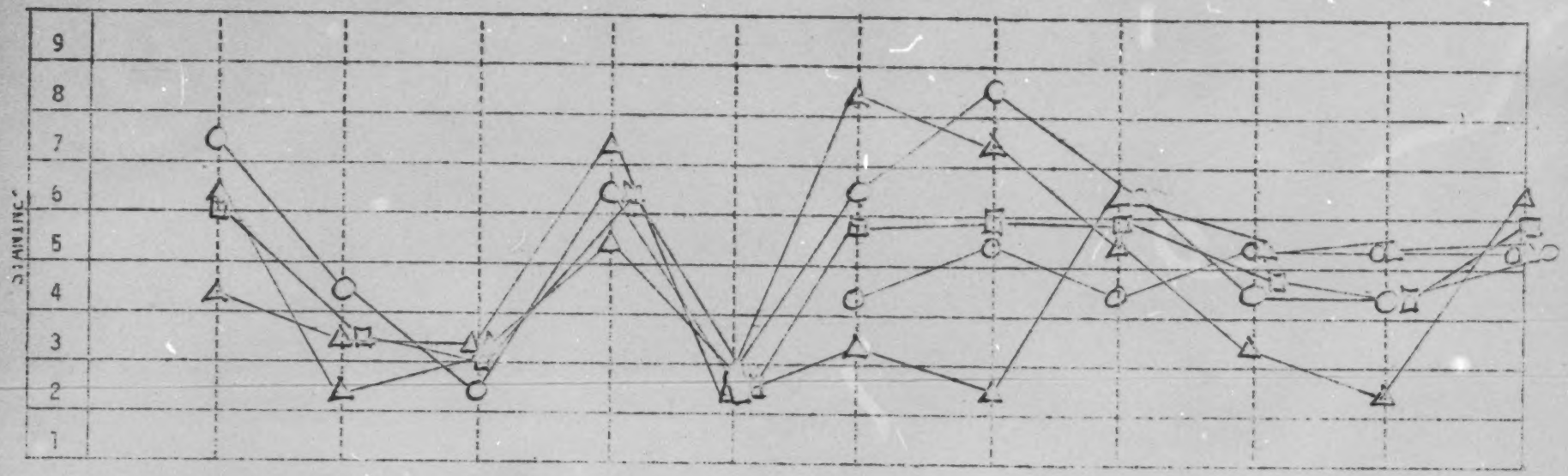
*Stanines based on local gifted population

NAME E.G.

Project TAG Individual Profile

Age in 1973 II

Number of hours Participation: 1973-74 —
1974-75 123
1975-76 98
Total 221




1973 Δ——Δ
1974 o——o
1975 ▲——▲
1976 ●——●
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

98

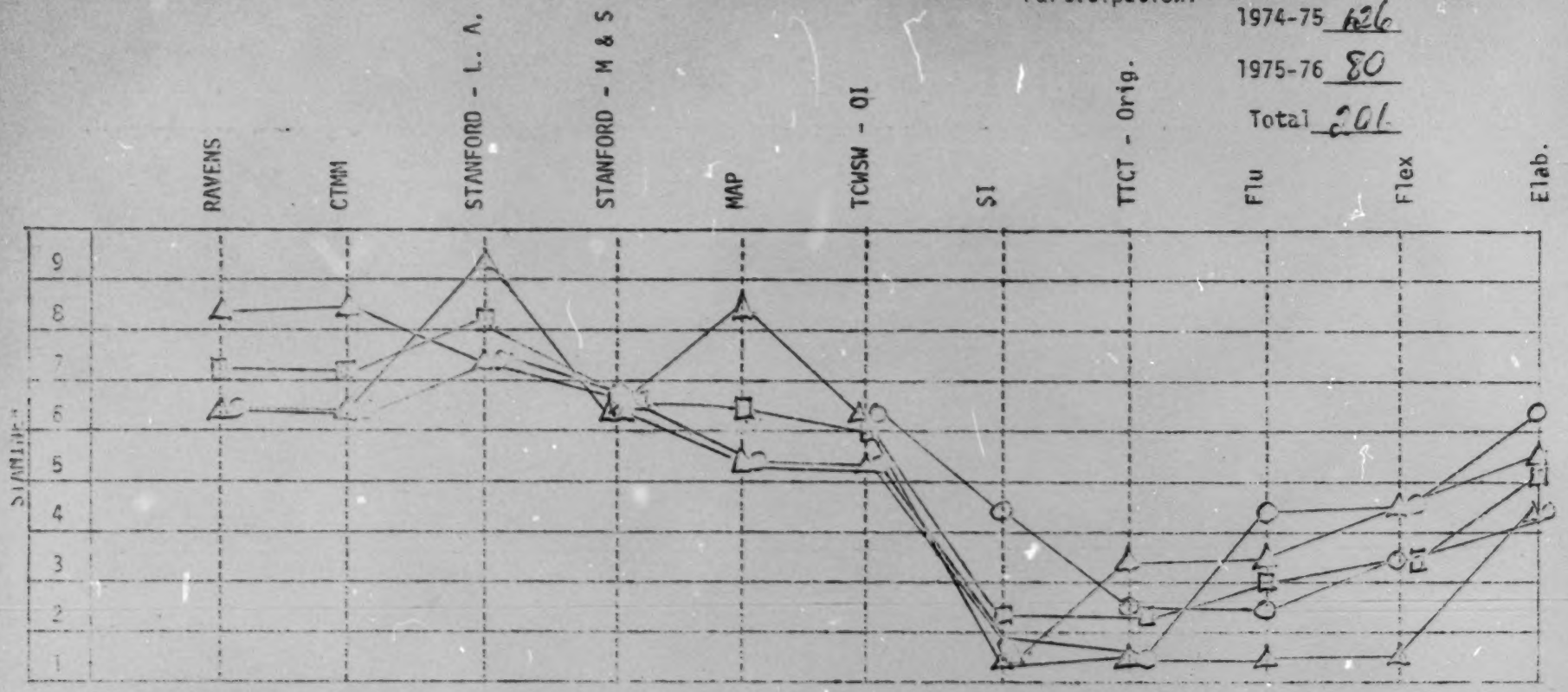
COMMENTS:

99

[redacted] Project [redacted] Pro[redacted]

NAME E.T.J Age in 1973 11 .

Number of hours Participation: 1973-74 —
1974-75 626
1975-76 80
Total 201




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 /——/ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 e——e OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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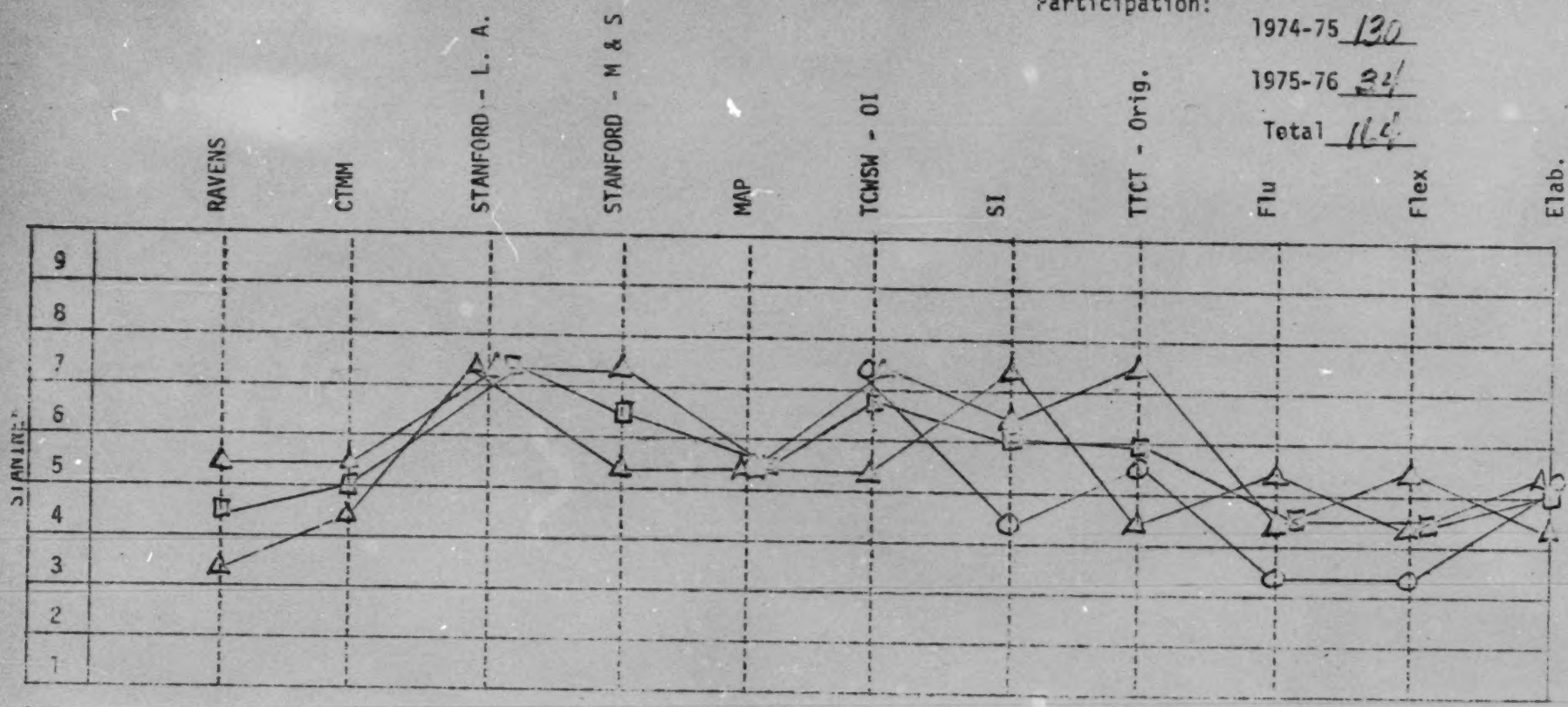
COMMENTS:

Project TAG Individual Profile

NAME E77 Age in TS73 11

Number of hours Participation: 1973-74 —
1974-75 130
1975-76 24
Total 154




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 ○——○ CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1975 ▲——▲ Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
1976 ●——● TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

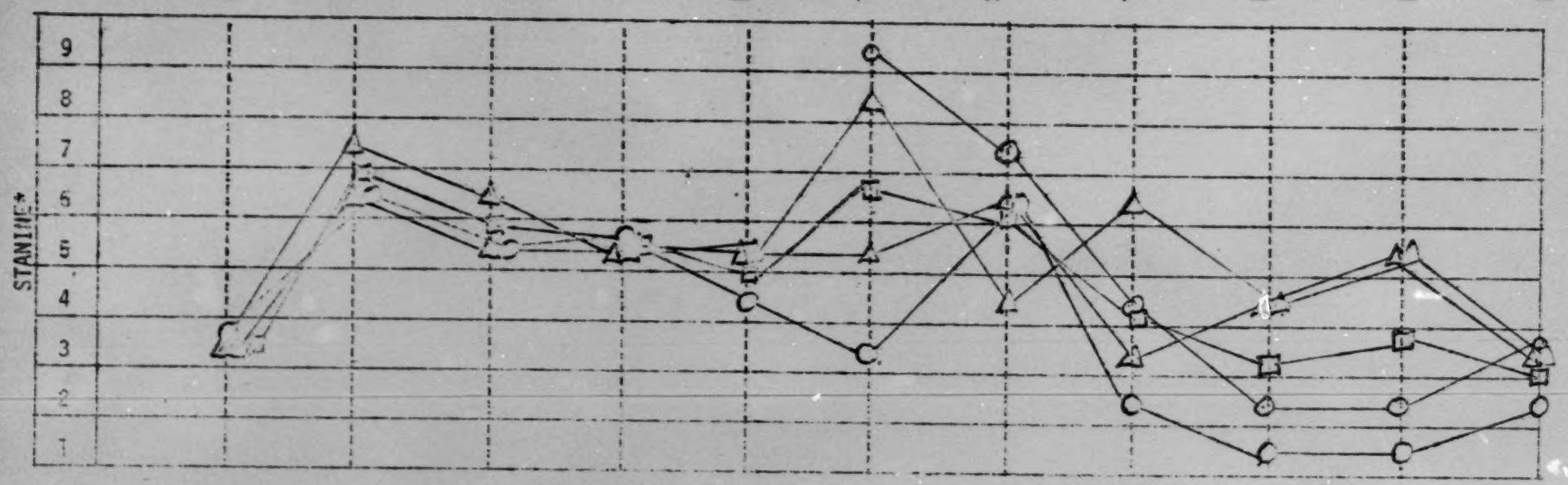
*Stanines based on local gifted population



COMMENTS

NAME [redacted] Age in 1973 [redacted] Individual Profile

Number of hours Participation: 1973-74 —
1974-75 50
1975-76 71
Total 121




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on [illegible] gifted population

104

COMMENTS:

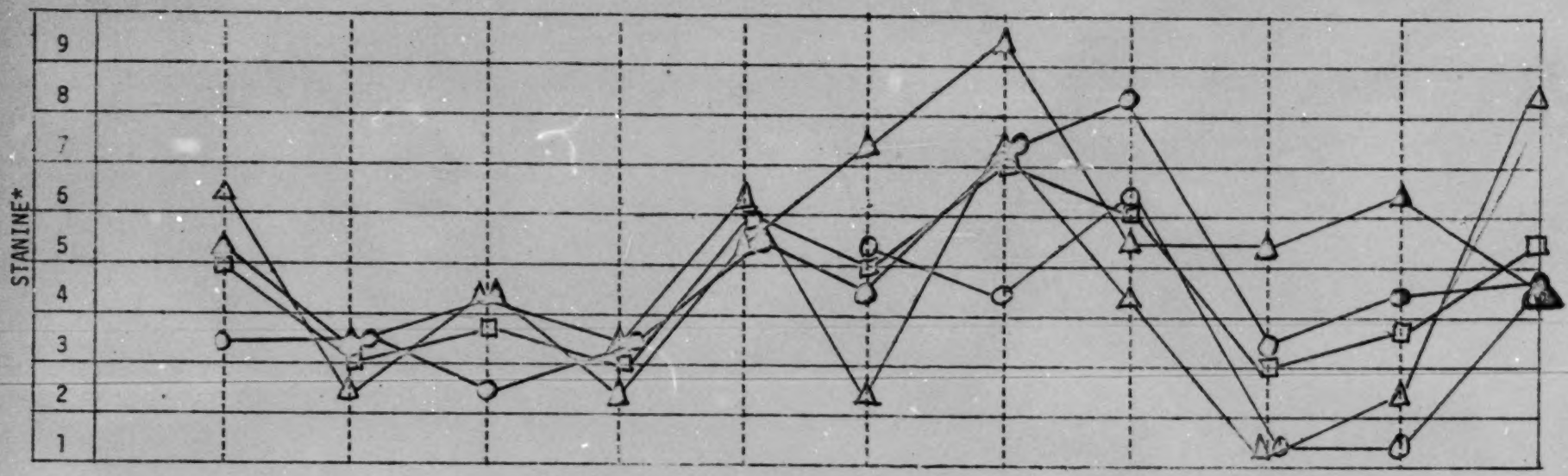
105

45

Project TAG Individual Profile

NAME E3 Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 136
1975-76 105
Total 241




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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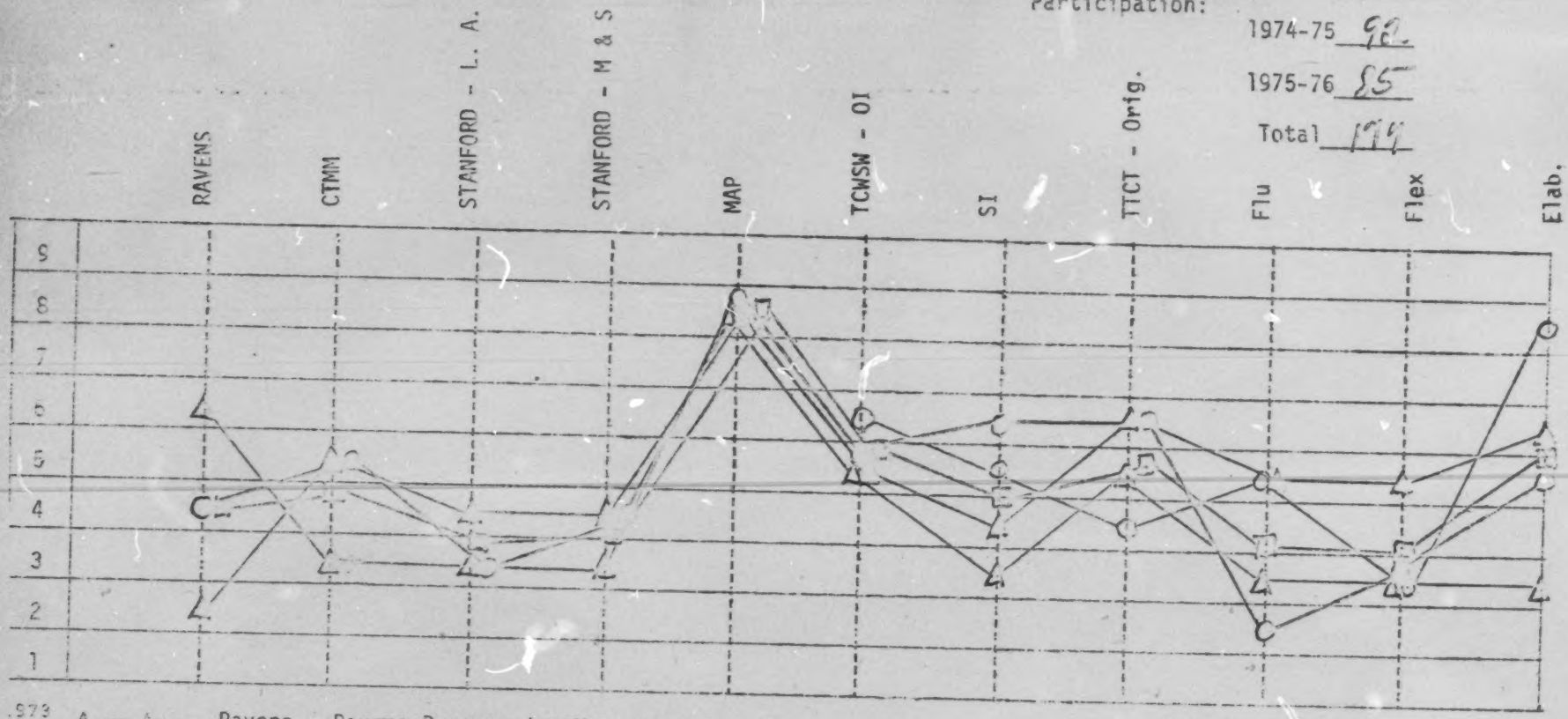
COMMENTS:

NAME [illegible]

Project TAG Individual Profile

Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 98
1975-76 85
Total 194




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

Stanines based on local gifted population



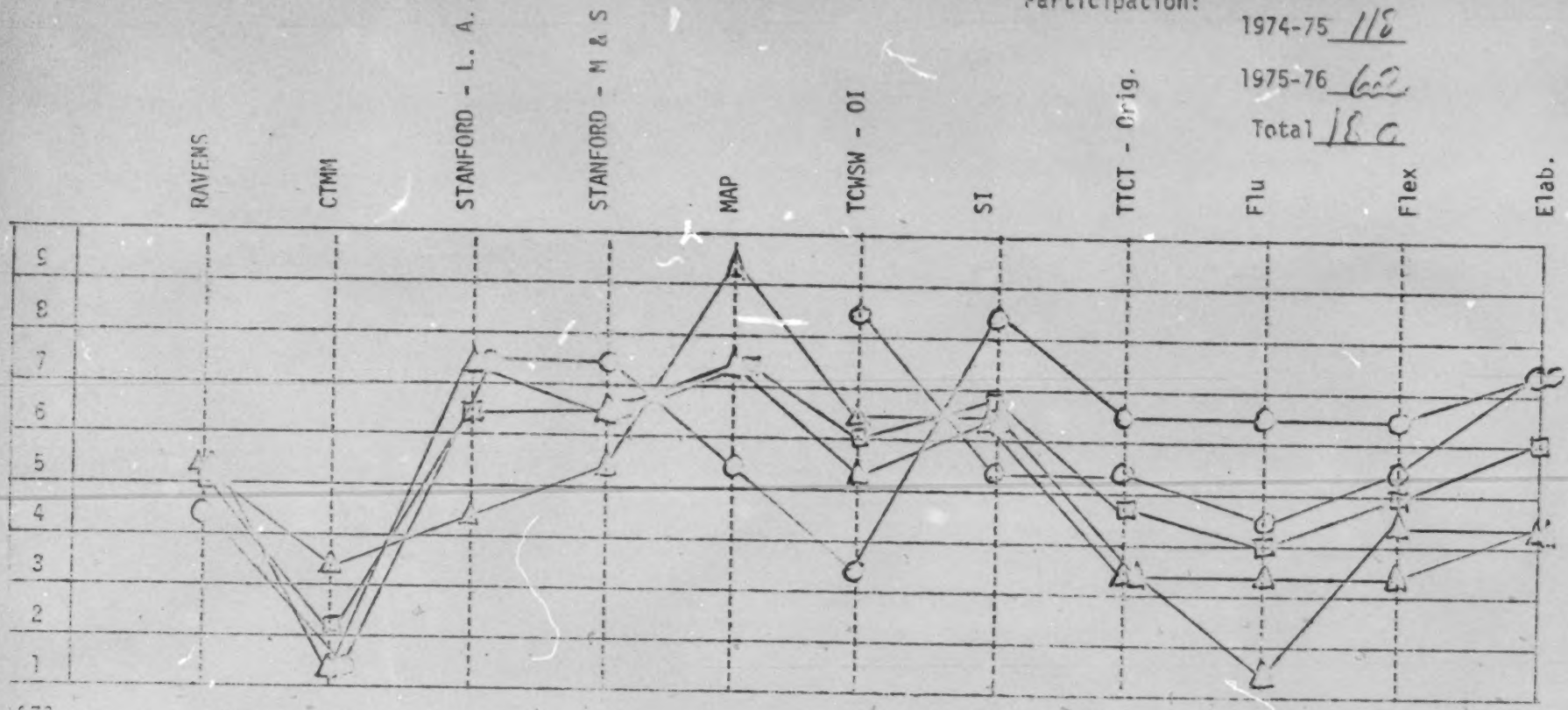


COMMENTS:

NAME _____ Project TAG Individual Profile

Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 116
1975-76 62
Total 178




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 c——c
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

Standings based on local gifted population



COMMENTS:

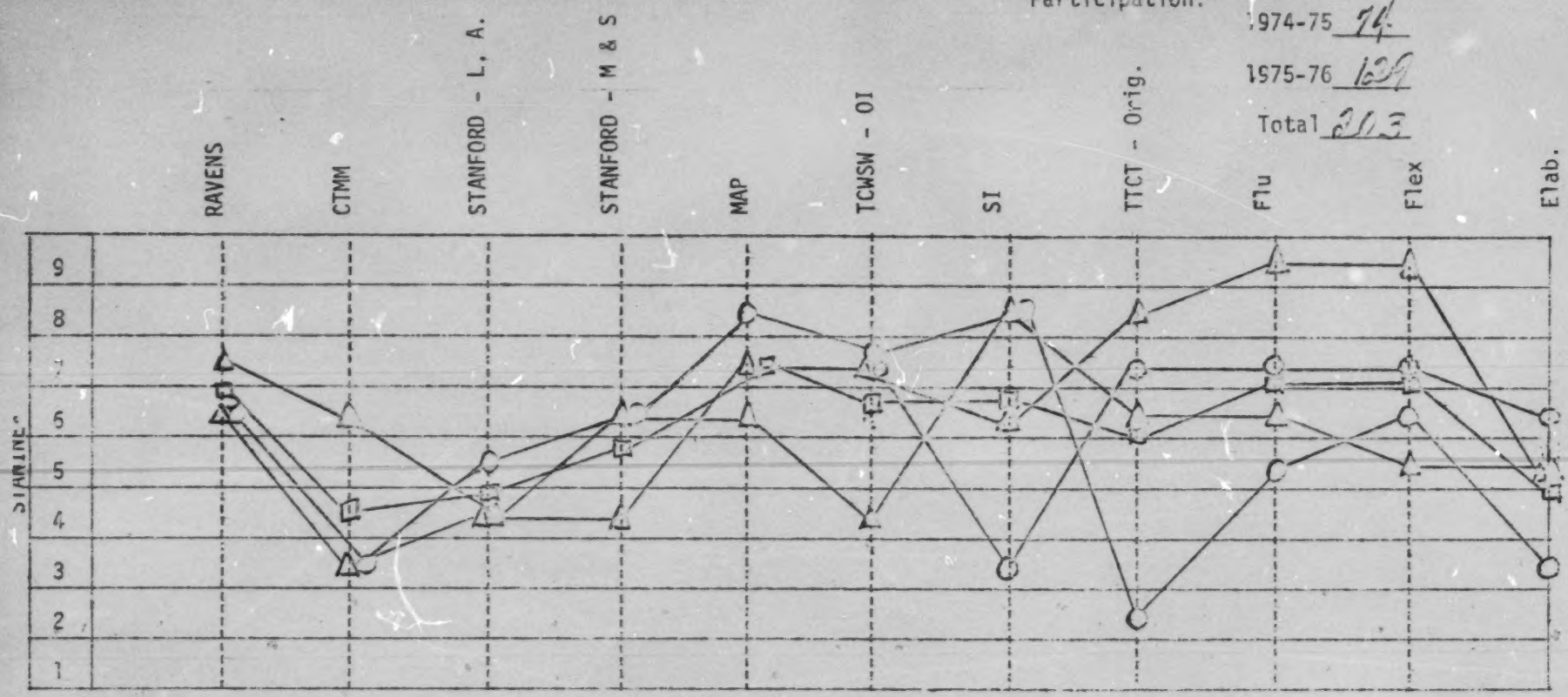


15

Project TAG Individual Profile

NAME E/3 Age in 1973 12

Number of hours Participation: 1973-74 ____ 1974-75 74 1975-76 139 Total 213




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population



COMMENTS:



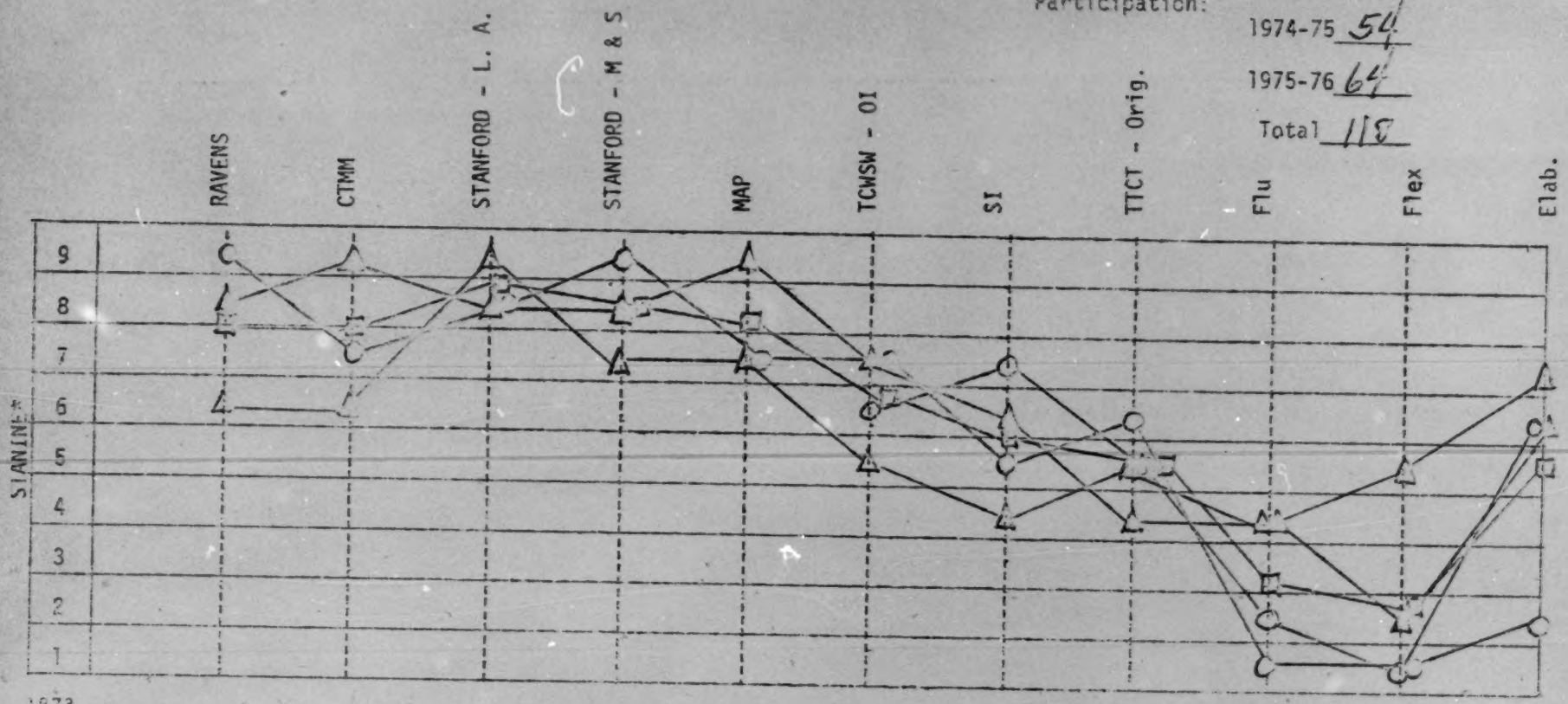
RG

NAME E S

Project TAG Individual Profile

Age in 1973 12

Number of hours Participation: 1973-74 ____ 1974-75 54 1975-76 64 Total 118




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

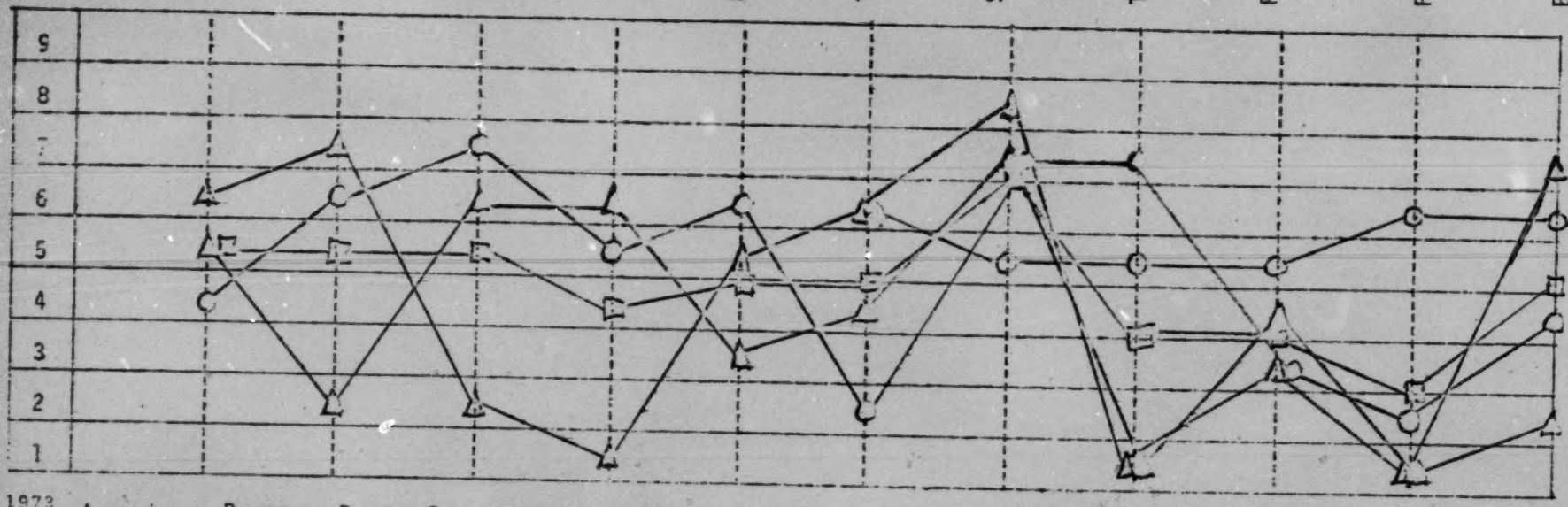


COMMENTS:

Project IM Individual Profile

Age in 1973 [illegible]

Number of Hours Participation:
1973-74 ____
1974-75 16
1975-76 50
Total 155




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

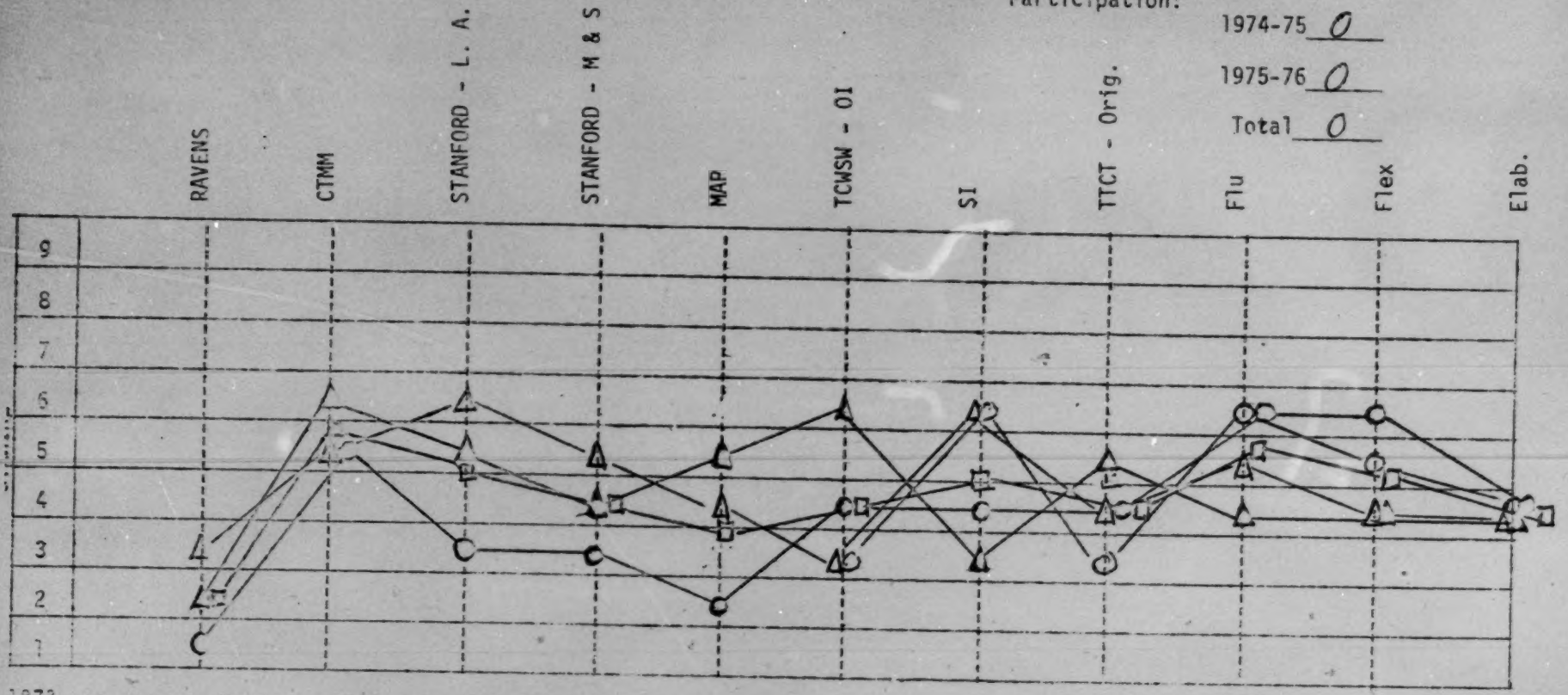
*Stanines based on local gifted population



COMMENTS:

NAME E25 Project TAG Individual Profile Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 0
1975-76 0
Total 0




1973 Δ——Δ
1974 ○——○
1975 Δ——Δ
1976 ○——○
Composite ⊏—⊏

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

118

119

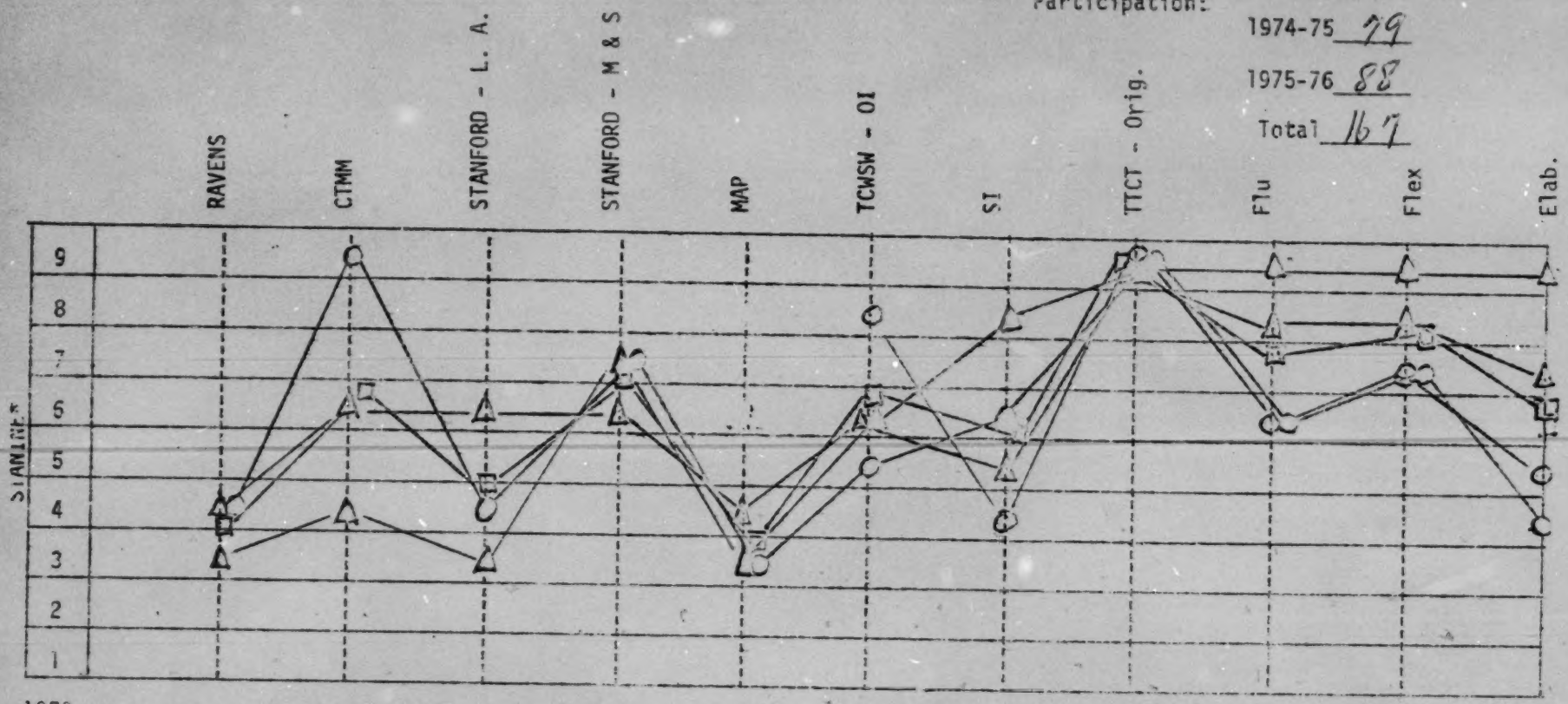
COMMENTS:

19

NAME E36 Age in 1973 12

Project TAG Individual Profile

Number of hours Participation: 1973-74 —
1974-75 79
1975-76 88
Total 167




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

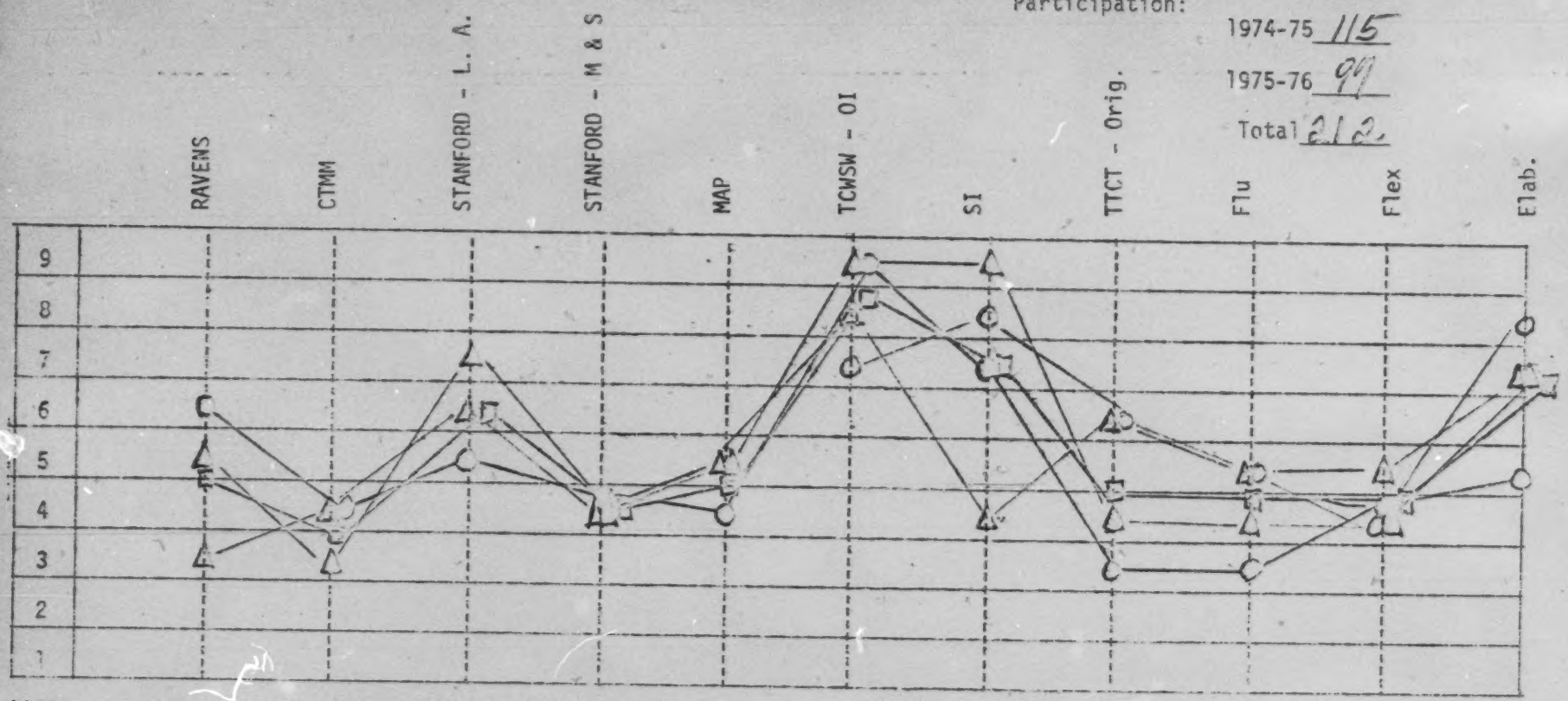
120

121

COMMENTS:

NAME E 4.2 Project TAG Individual Profile Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 115
1975-76 97
Total 212




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

Norms based on local gifted population



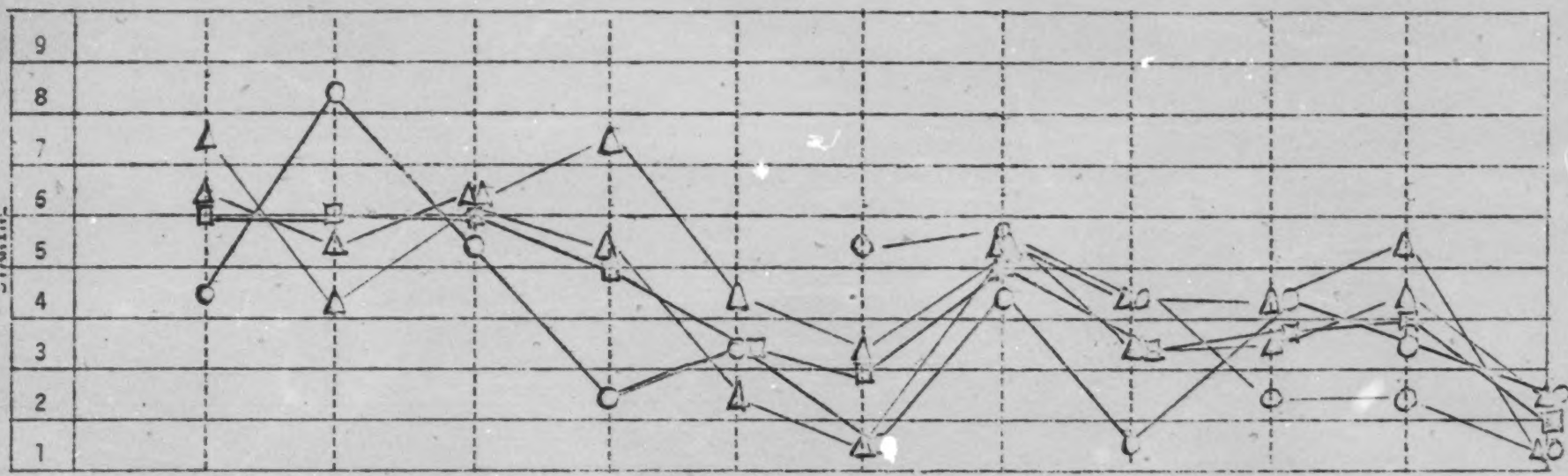


COMMENTS:

NAME E 48 Age in 1973 12

Project TAG Individual Profile

Number of hours Participation: 1973-74 —
1974-75 31
1975-76 69
Total 100




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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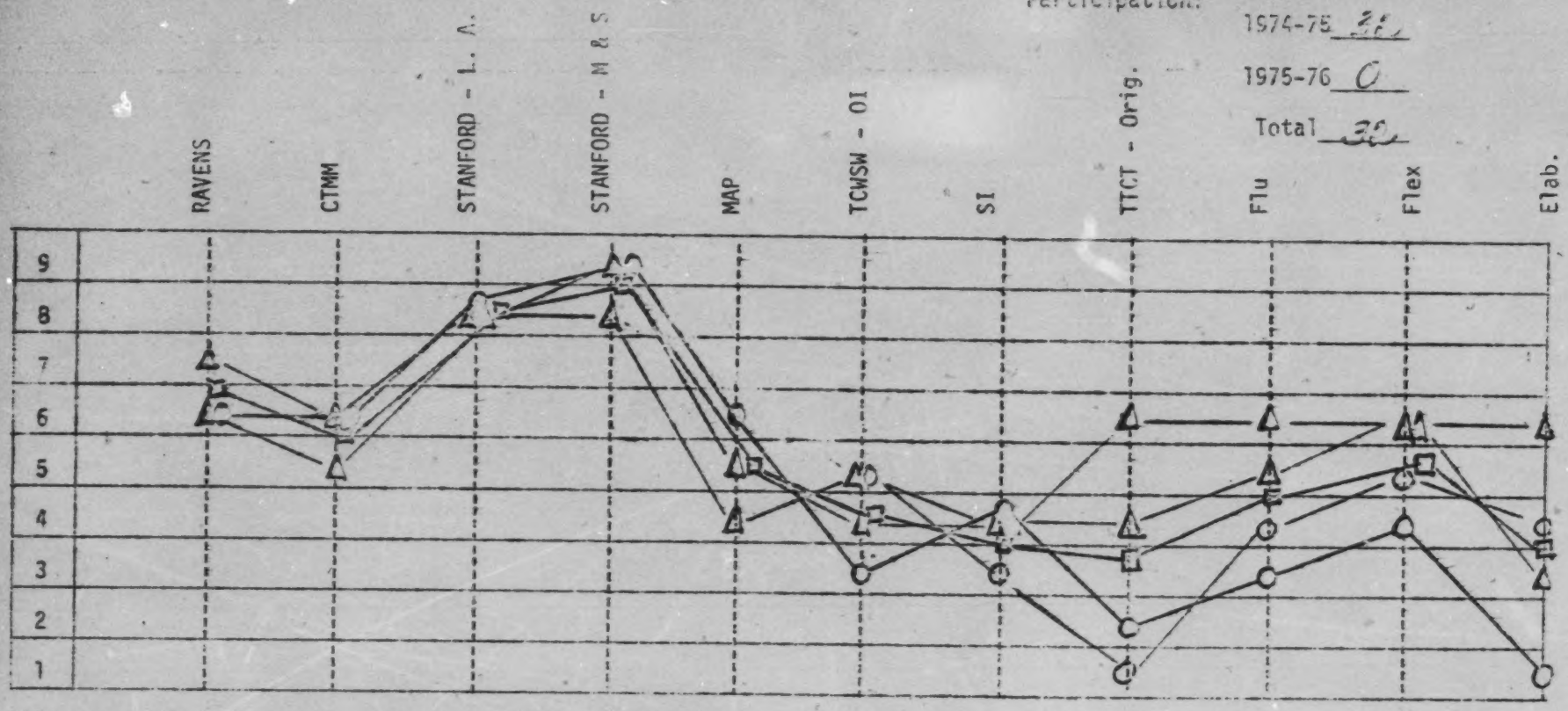
COMMENTS:

Project TAG Individual Profile

Name _____ Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 22
1975-76 0
Total 30




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974* o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

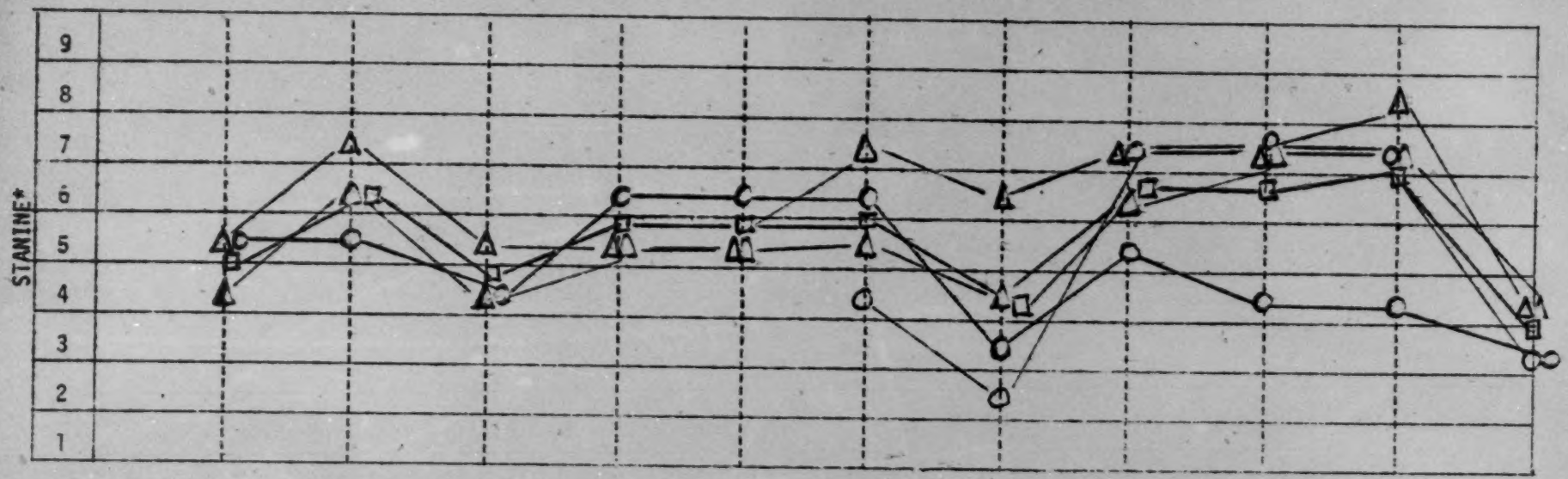


COMMENTS:

NAME E56 Age in 1973 12

Project TAG Individual Profile

Number of hours Participation: 1973-74 —
1974-75 8
1975-76 0
Total 8




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted popylation

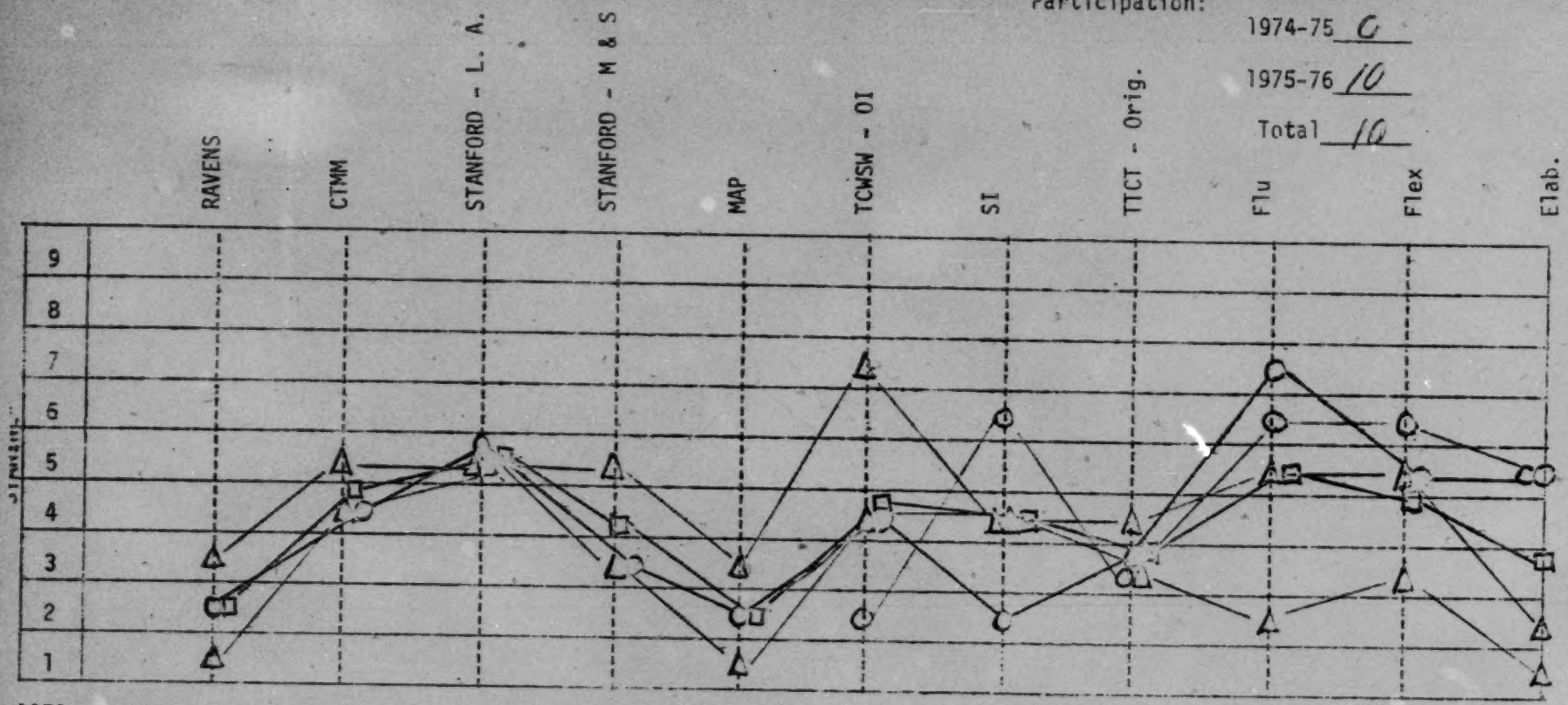


COMMENTS:

Project TAG Individual Profile

NAME E58 Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 0
1975-76 10
Total 10




1973 Δ——Δ
1974 o——o
1975 ▲——▲
1976 ●——●
Composite ⊏—⊏

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population





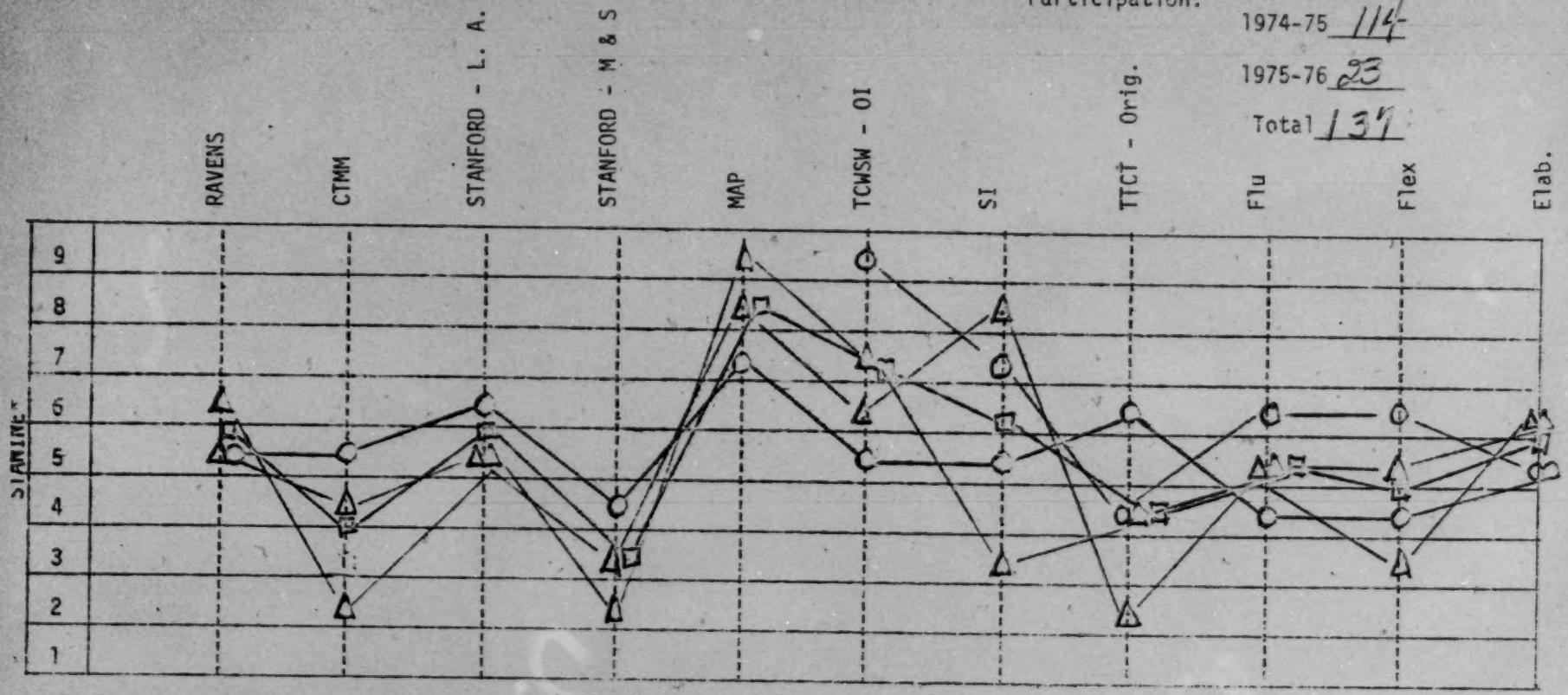
COMMENTS:

NAME E6G

Project TAG Individual Profile

Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 114
1975-76 23
Total 137




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 ▫——▫
Composite ▫——▫

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

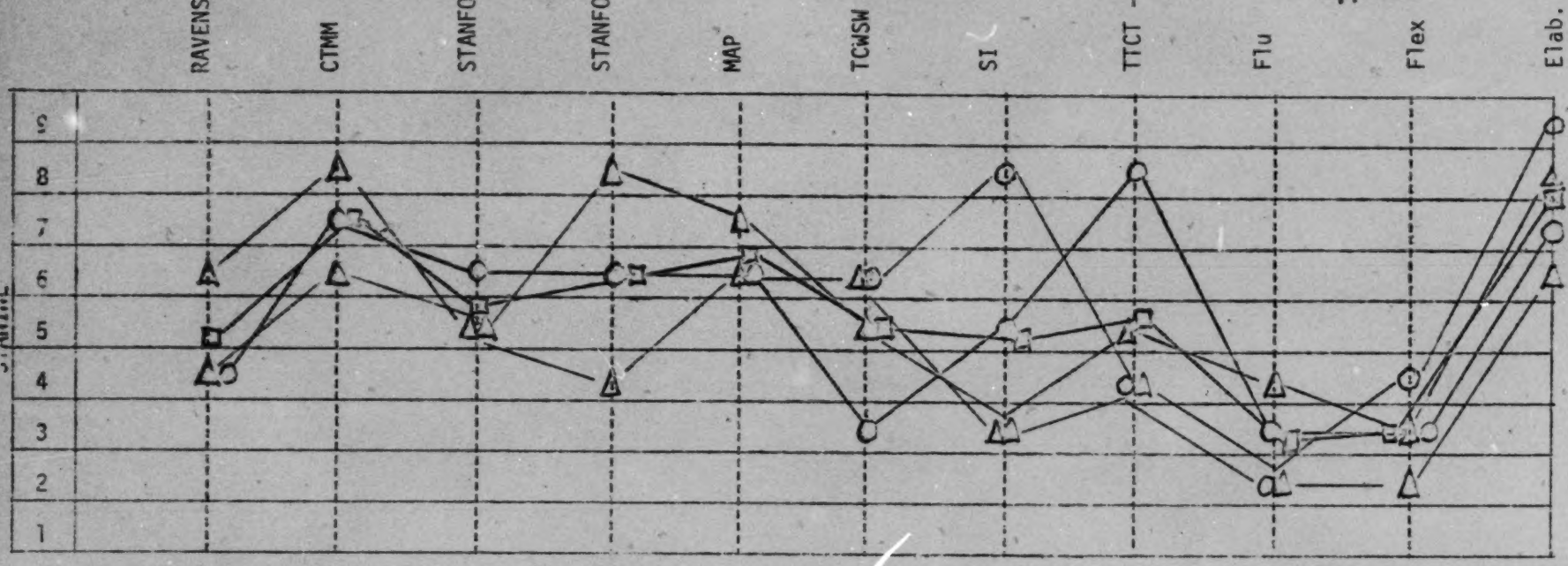


COMMENTS:

Project TAG Individual Profile

NAME E65 Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 51
1975-76 62
Total 113




1973 Δ——Δ
1974 o——o
1975 △——△
1976 ○——○
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

134

135

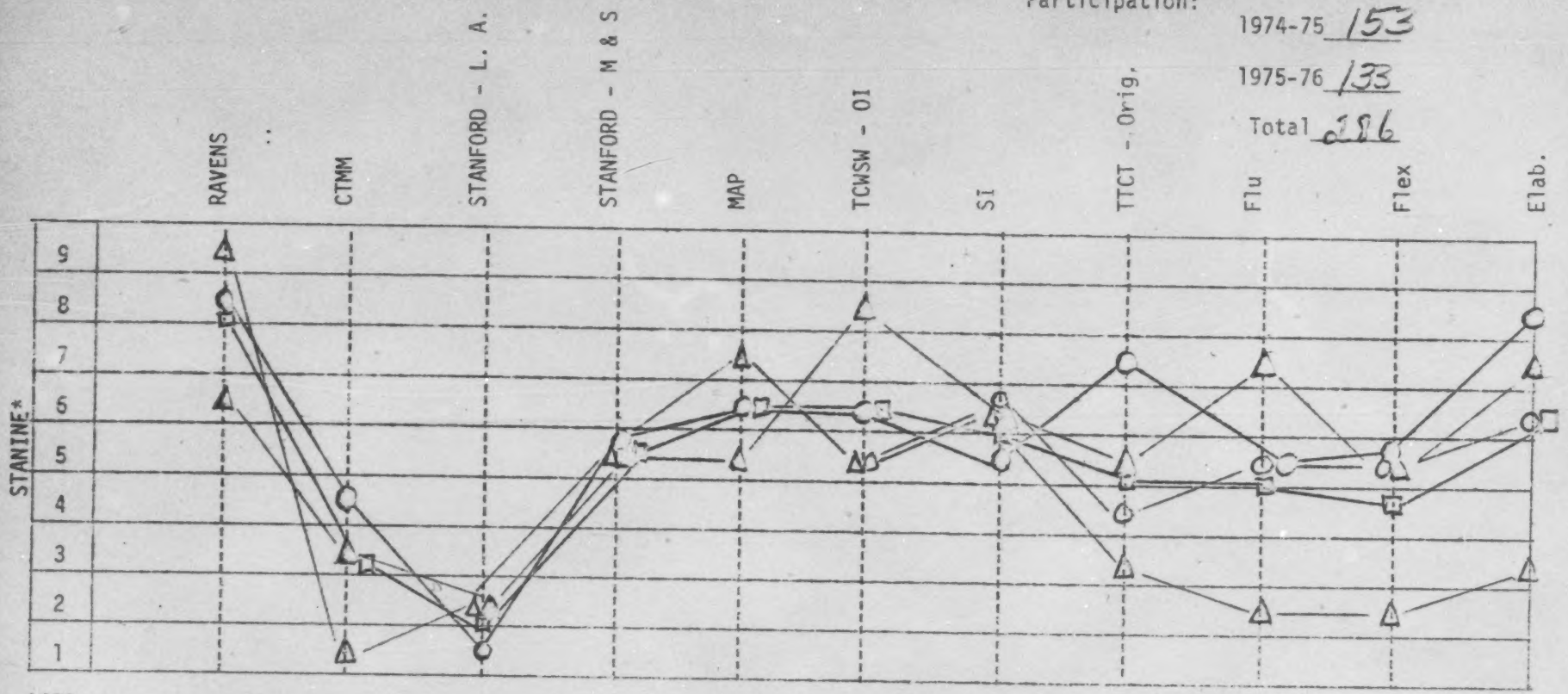
COMMENTS:

69

Project TAG Individual Profile

NAME E70 Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 153
1975-76 133
Total 286




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population



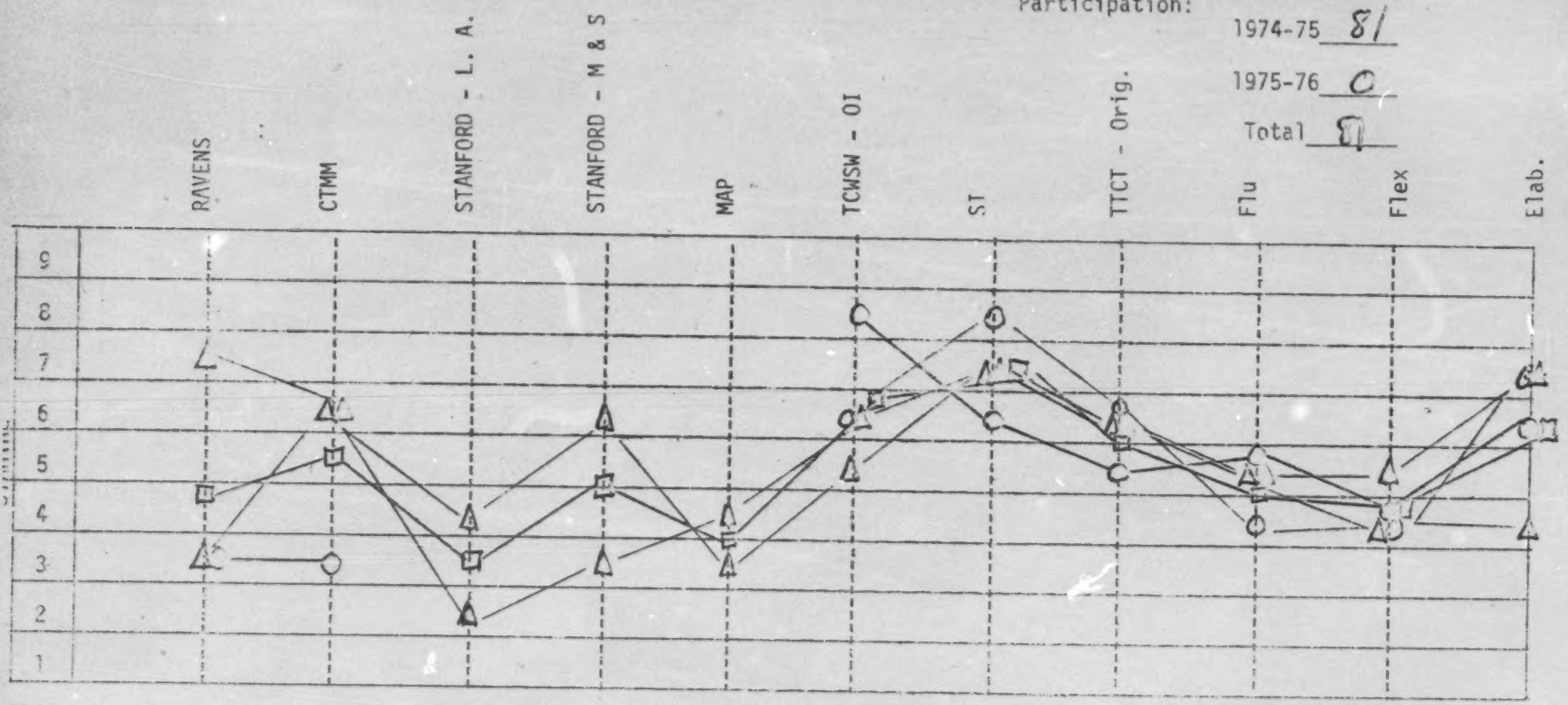
COMMENTS:

NAME E 52

Project TAG Individual Profile

Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 81
1975-76 0
Total 81




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 c——c
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Scorings based on local gifted population

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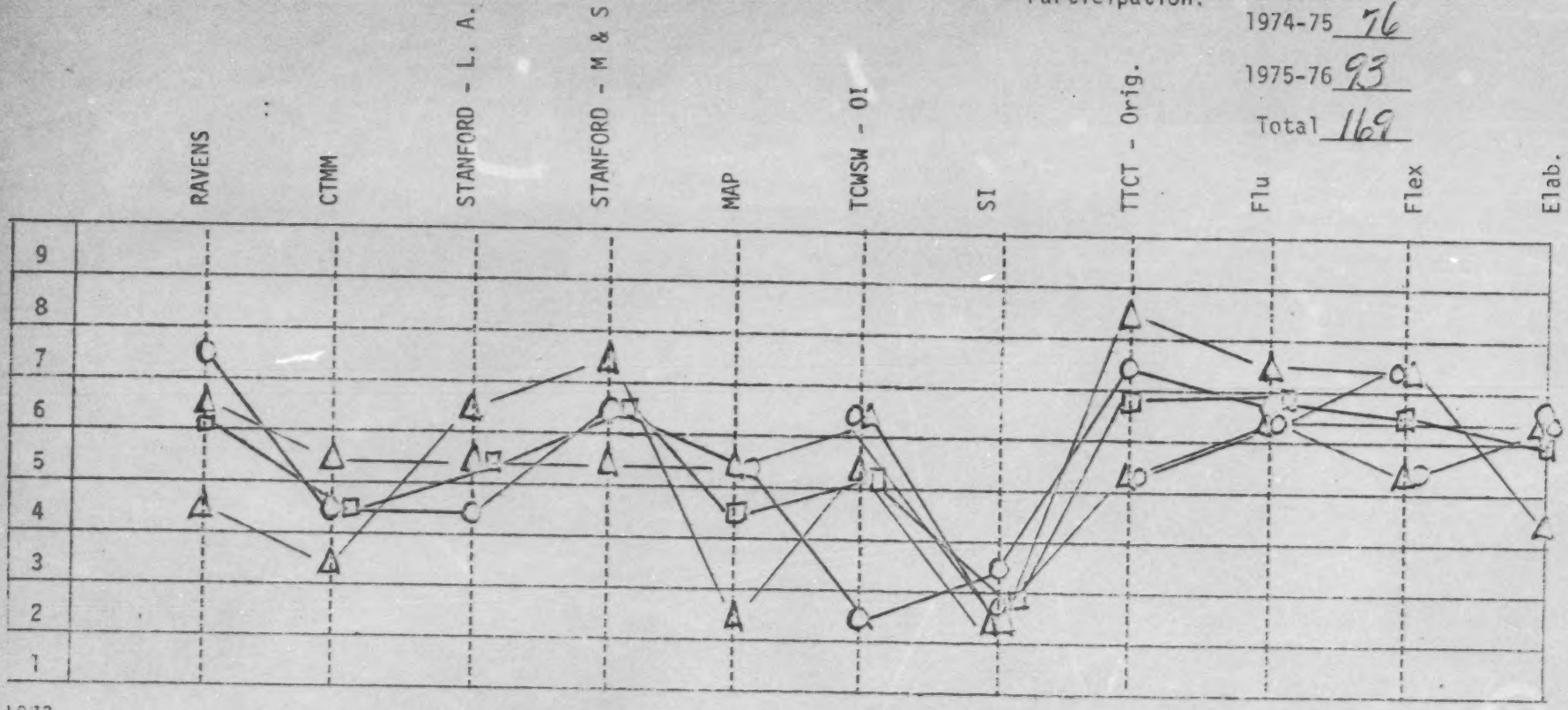
COMMENTS:

Project TAG Individual Profile

NAME E 75 Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 76
1975-76 93
Total 169




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1976 o——o Stanford M & S - Stanford Achievement Test - Math & Science Sections
Composite □——□ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

Stanines based on local gifted population



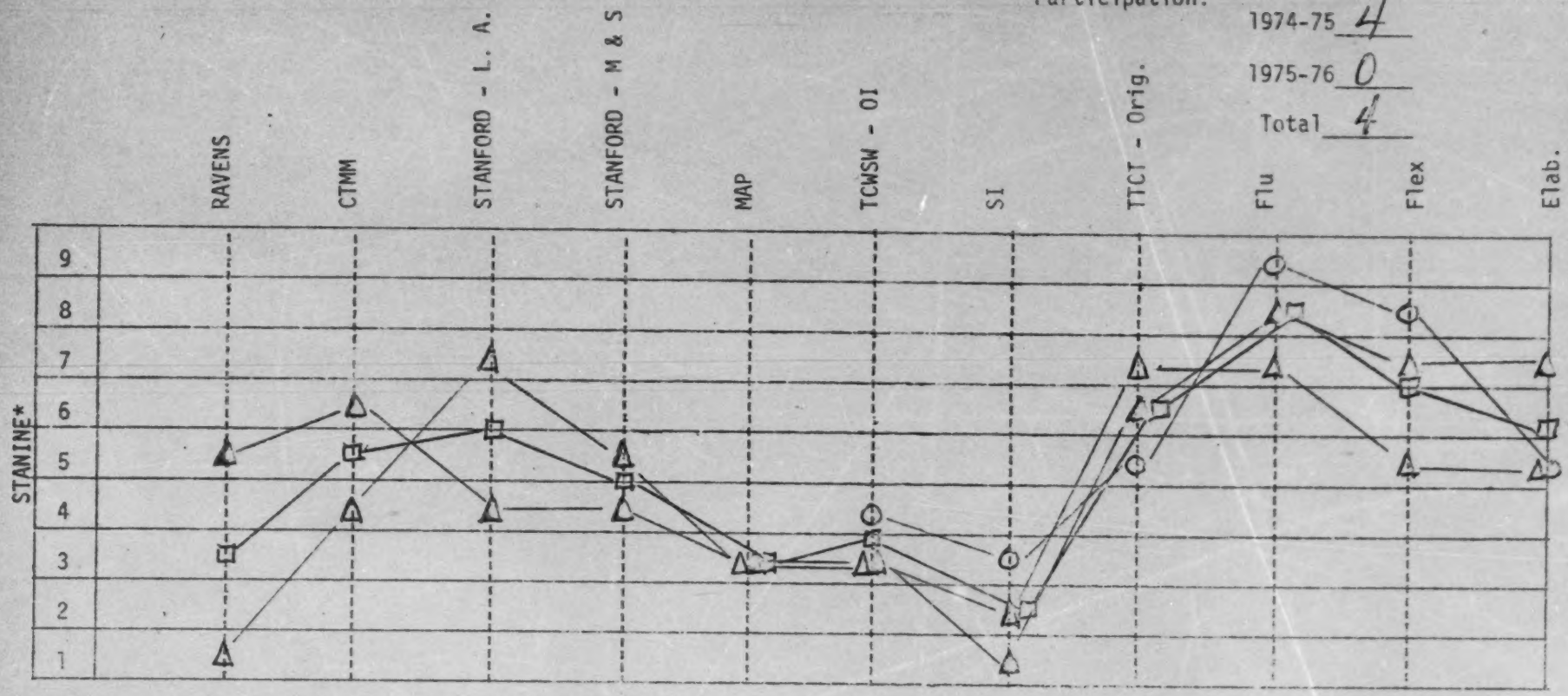


COMMENTS:

Project TAG Individual Profile

NAME E 83 Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 4
1975-76 0
Total 4




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population



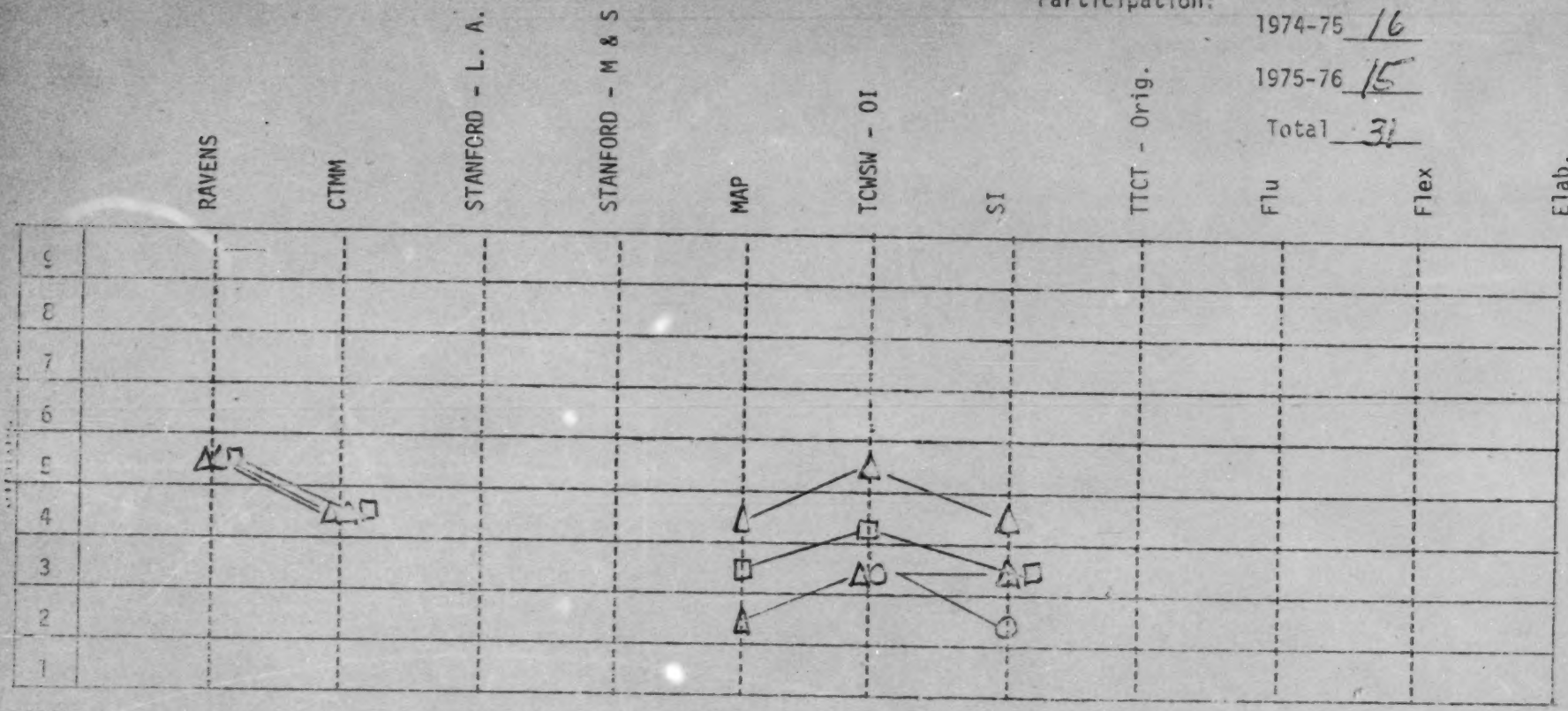
COMMENTS:

Project TAG Individual Profile

E 84

Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 16
1975-76 15
Total 31




1973 Δ——Δ
1974 ○——○
1975 △——△
1976 □——□
Composite* —

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Standards based on local gifted population

141

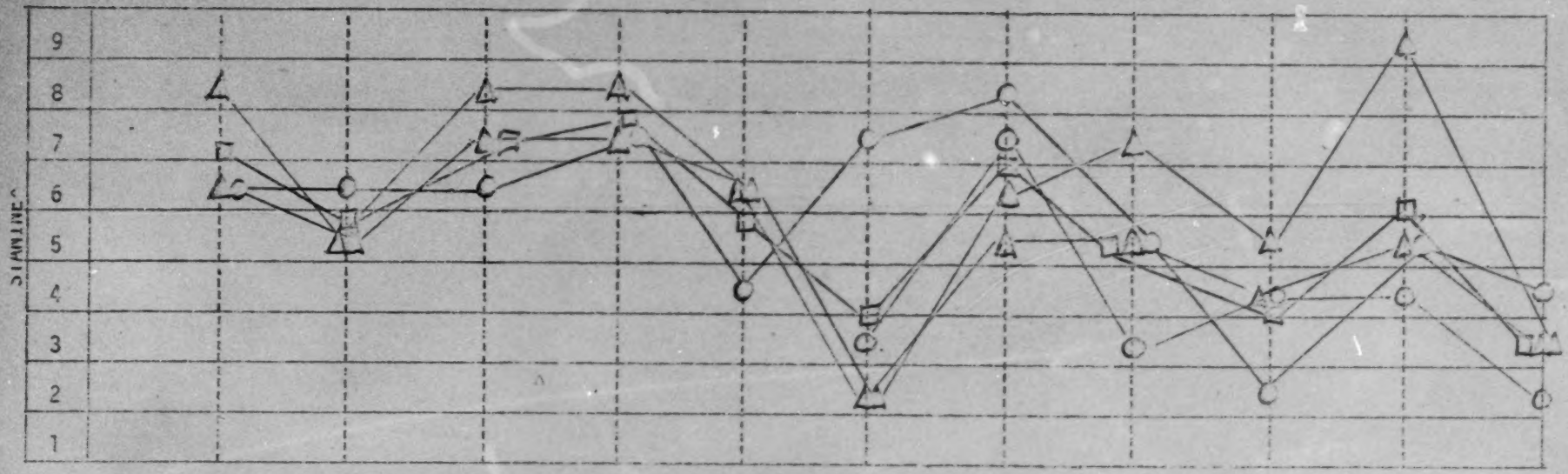
145

COMMENTS:

Project TAG Individual Profile

NAME E90 Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 67
1975-76 73
Total 140




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population



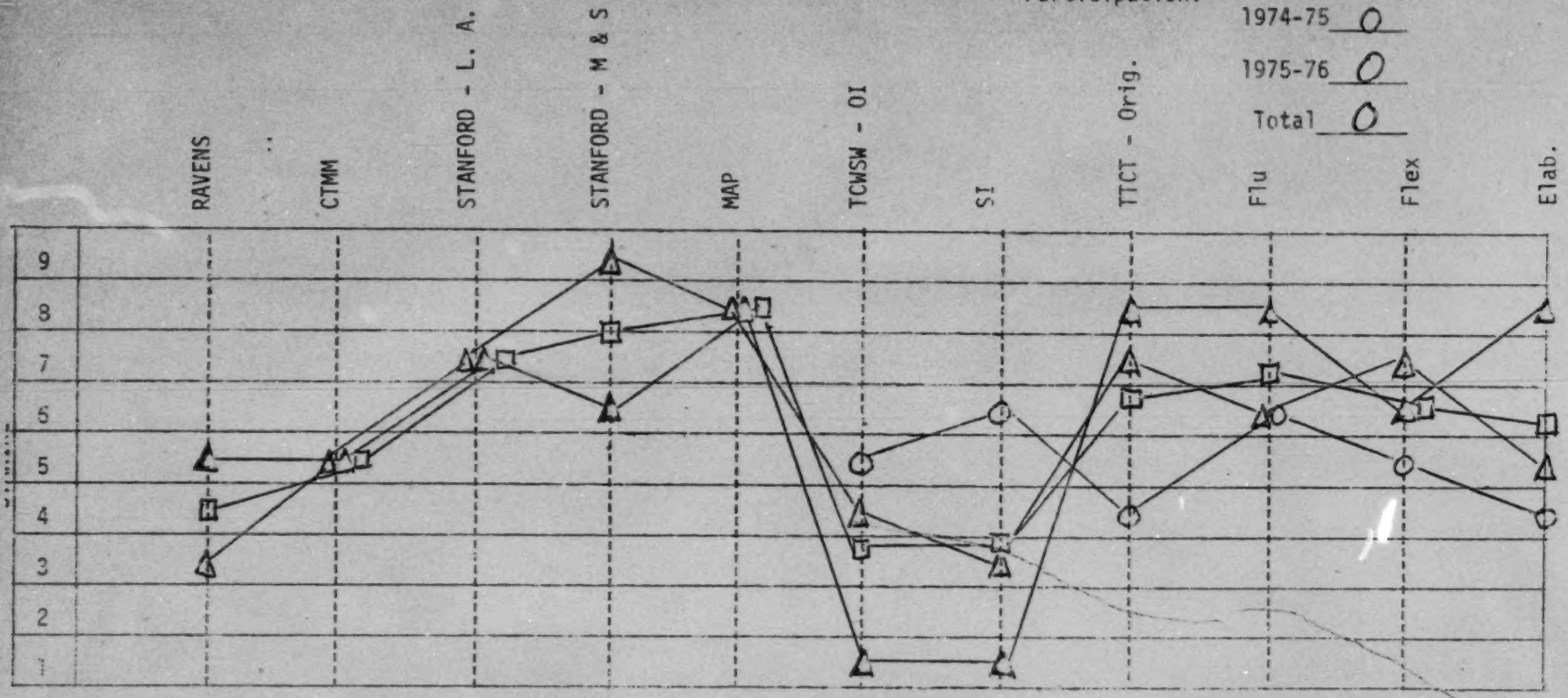


COMMENTS:

Project TAG Individual Profile

NAME E85 Age in 1973 12

Number of hours Participation: 1973-74 —
1974-75 0
1975-76 0
Total 0




1973 Δ——Δ
1974 ○——○
1975 Δ——Δ
1976 ○——●
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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COMMENTS:

She displayed enthusiasm for the project the initial year but then decided she was too old and sophisticated for the group and stopped attending.

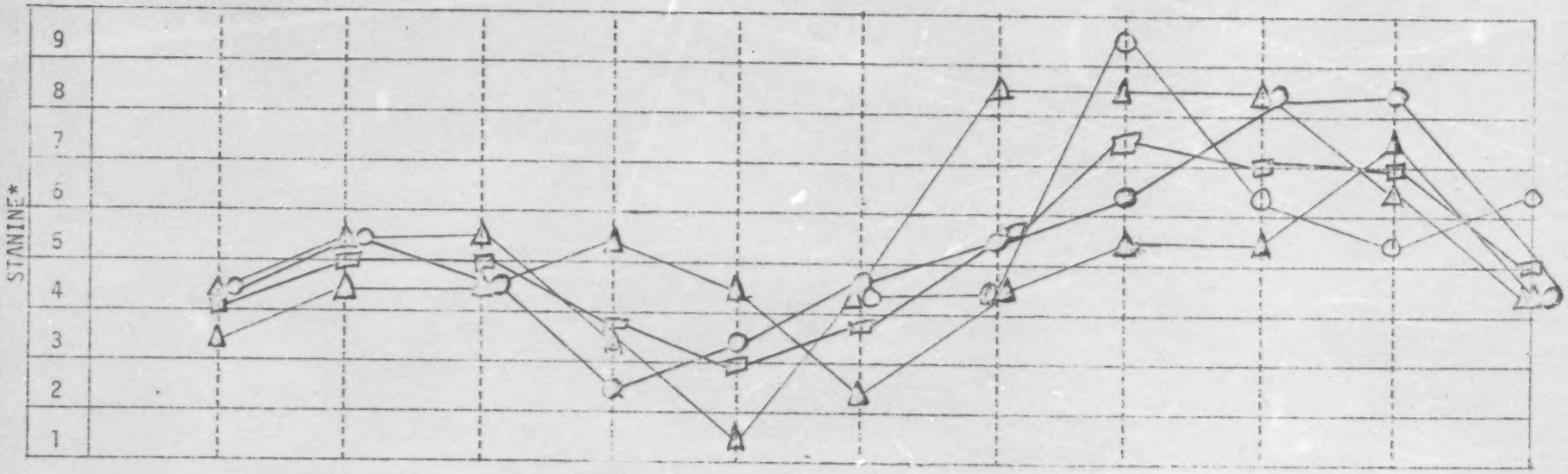
CONTROLS

Ages 10-12

Project TAG Individual Profile

NAME _____ Age in 1973 10

Number of hours Participation: 1973-74 _____
1974-75 _____
1975-76 _____
Total _____




1973 Δ——Δ
1974 o——o
1975 ▲——▲
1976 ●——●
Composite □——□

Ravens - Ravens Progressive Matrices
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Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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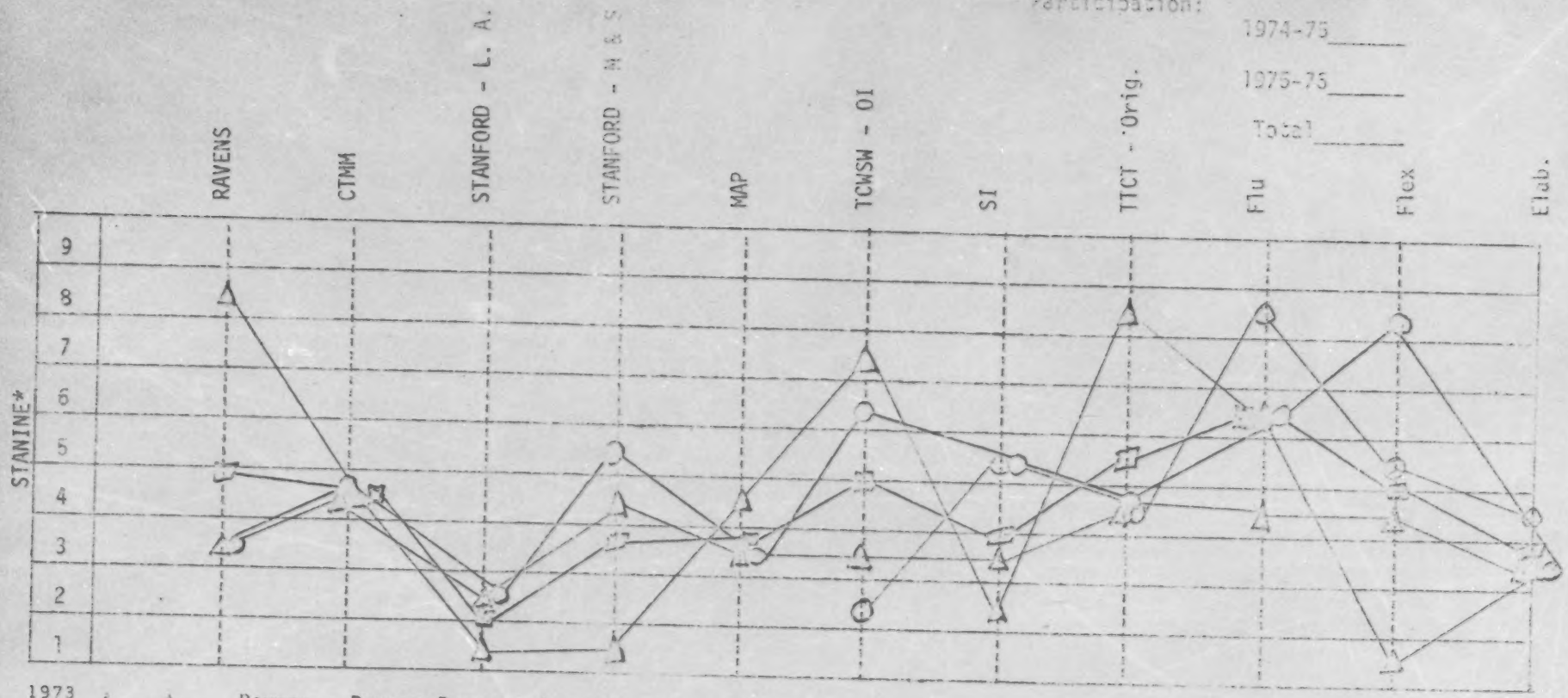
COMMENTS:

NAME [redacted] Project TAG Individual Profile

Age in 1973 10

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-75 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1975 Δ——▲ Stanford M & S - Stanford Achievement Test - Math & Science Sections

1976 •——• MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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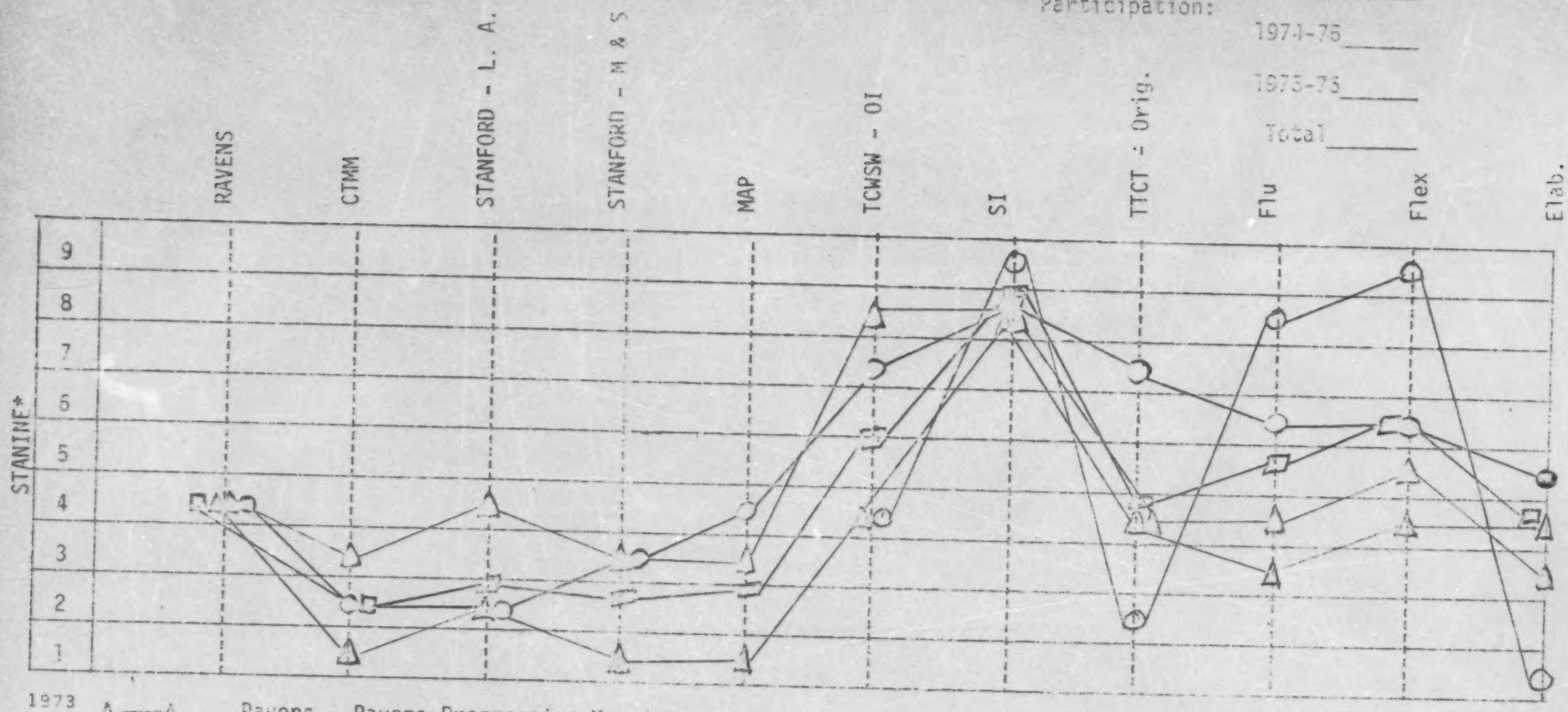
COMMENTS:

NAME [redacted] Project TAG Individual Profile

Age in 1973 10

Number of hours Participation: 1973-74 _____ 1974-75 _____ 1975-76 _____ Total _____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1976 o——o Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Staninos based on local gifted population

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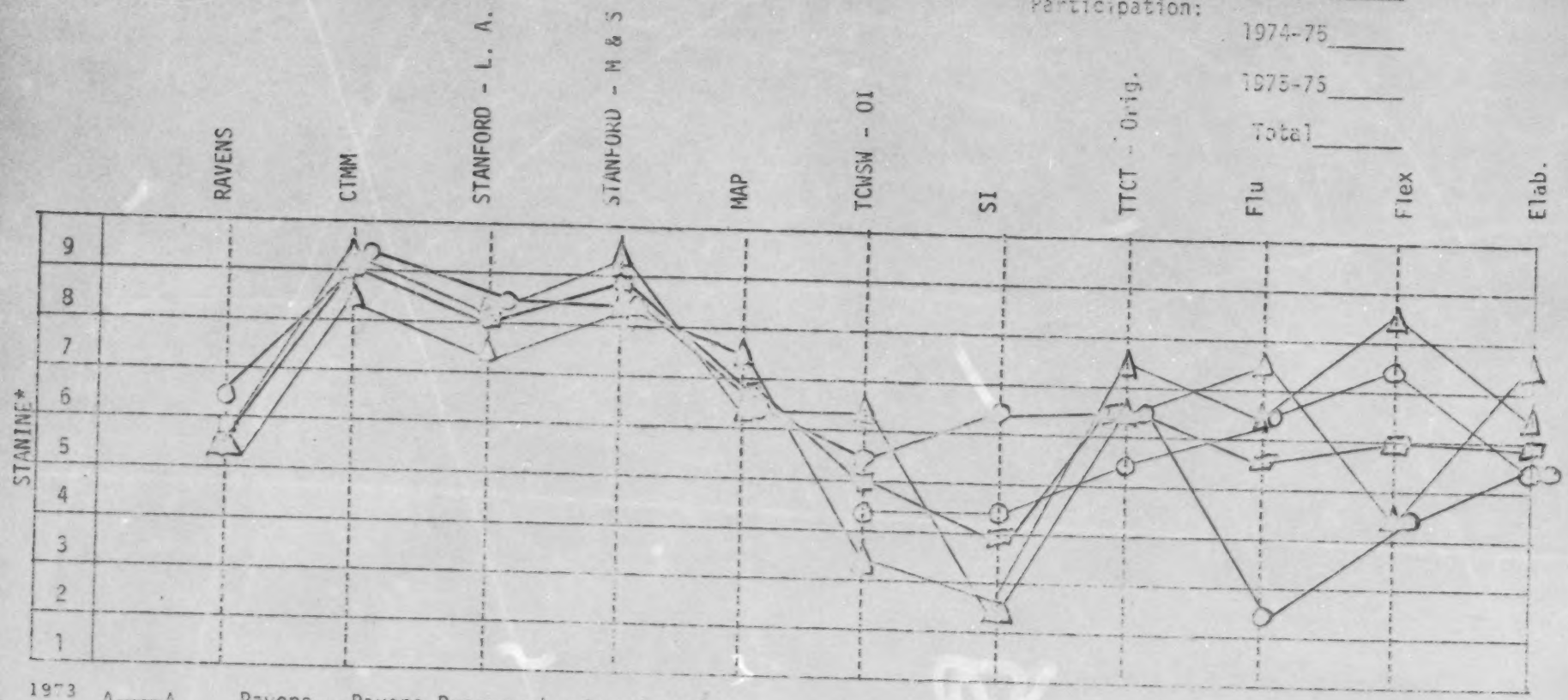
COMMENTS:

NAME C 25 Project TAG Individual Profile Age in 1973 10

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1975 Δ——Δ Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

1976 o——o TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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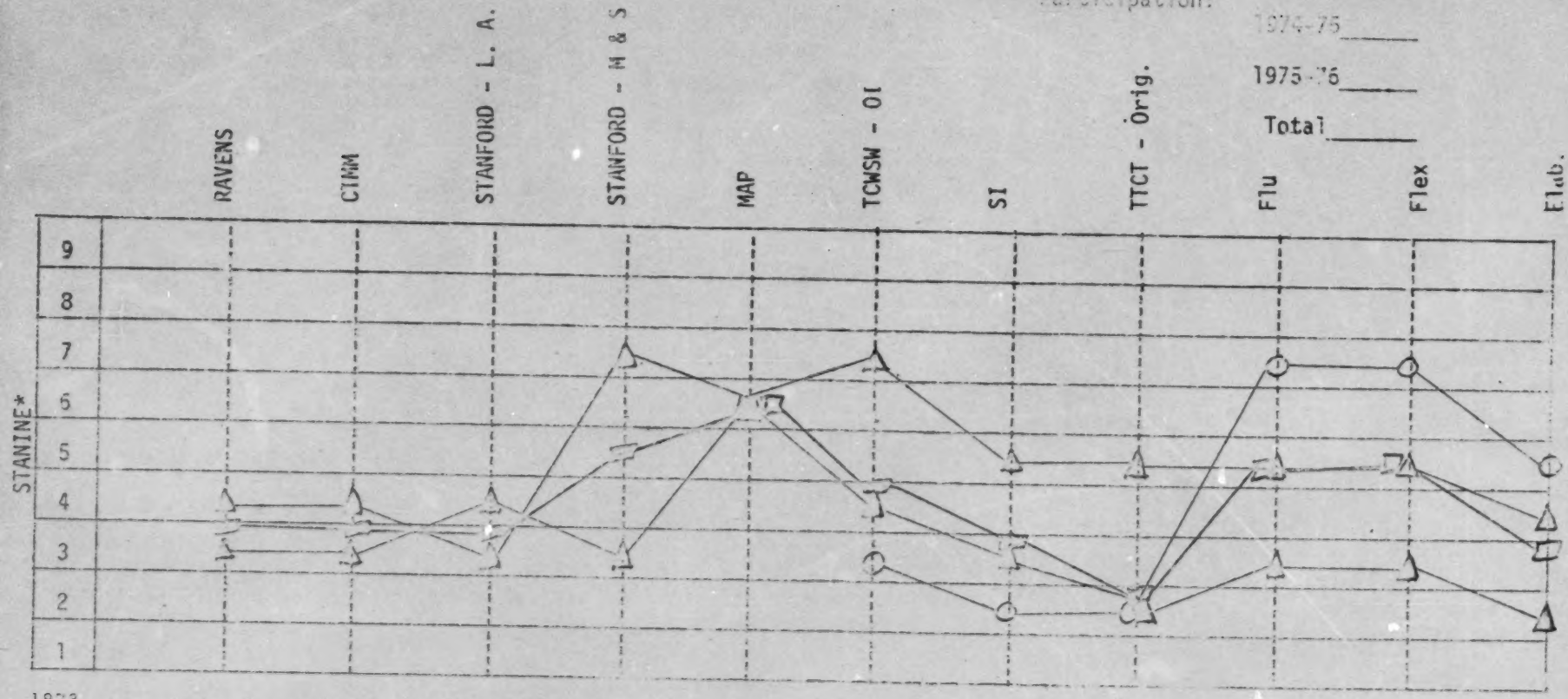
COMMENTS:

NAME 326 Age in 1973 10

Project TAG Individual Profile

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1976 o——o Stanford M & S - Stanford Achievement Test - Math & Science Sections
Composite □——□ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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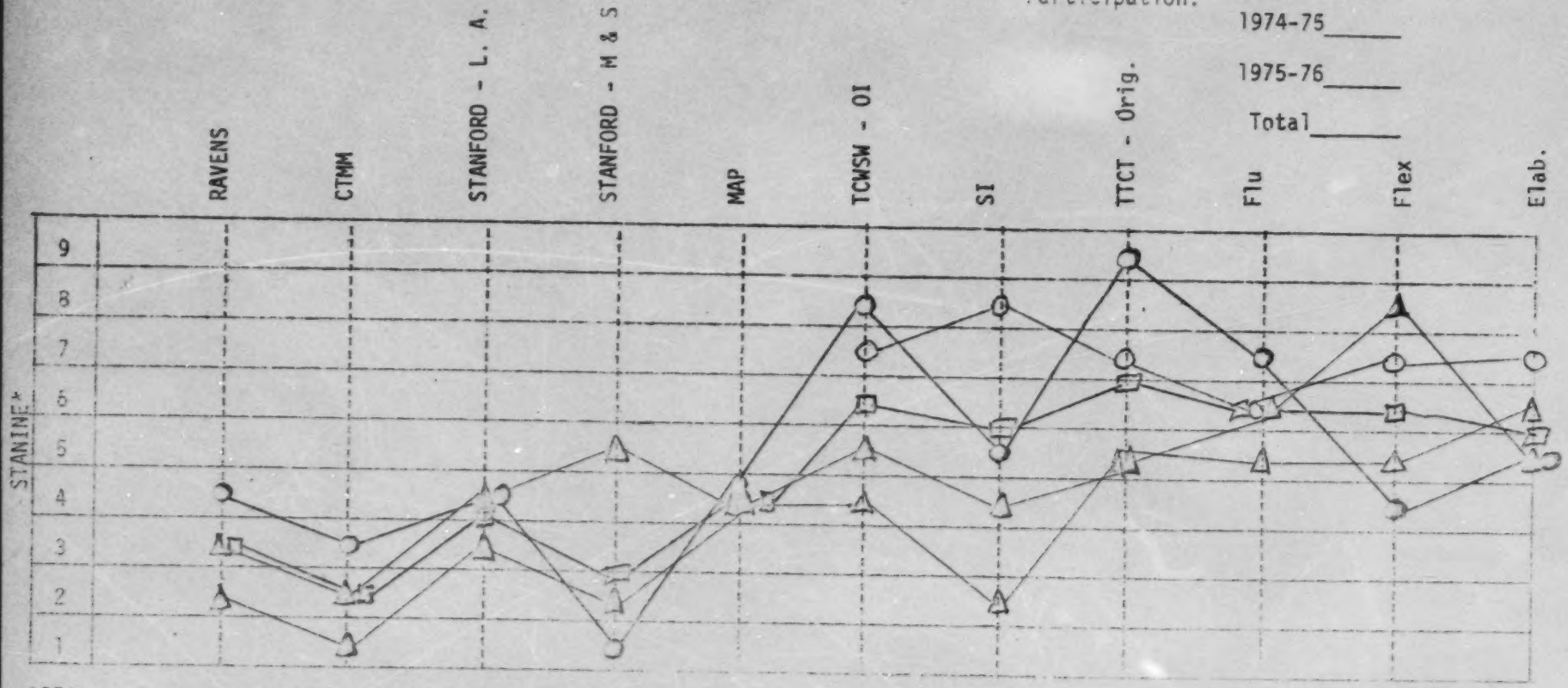
COMMENTS:

NAME C 31 Project TAG Individual Profile Age in 973 10

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 ○——○ CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1975 ▲——▲ Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
1976 ●——● TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population



COMMENTS:

NAME [redacted] Age in 1973 10

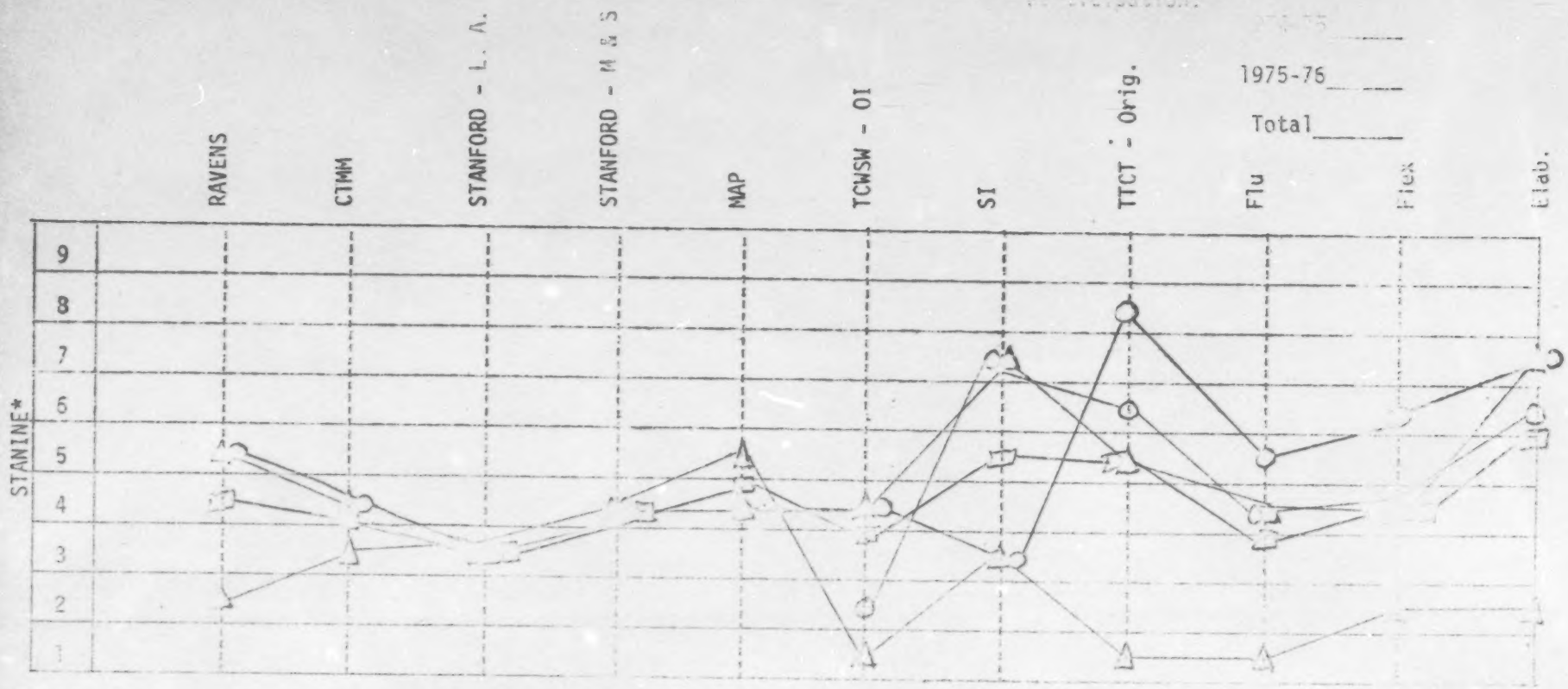
Project Add Individual Profile

Number of hours Participation: 1973-74 [redacted]

1974-75 [redacted]

1975-76 [redacted]

Total [redacted]




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1976 o——o Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □—□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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COMMENTS:

NAME _____ Project TAG Individual Profile

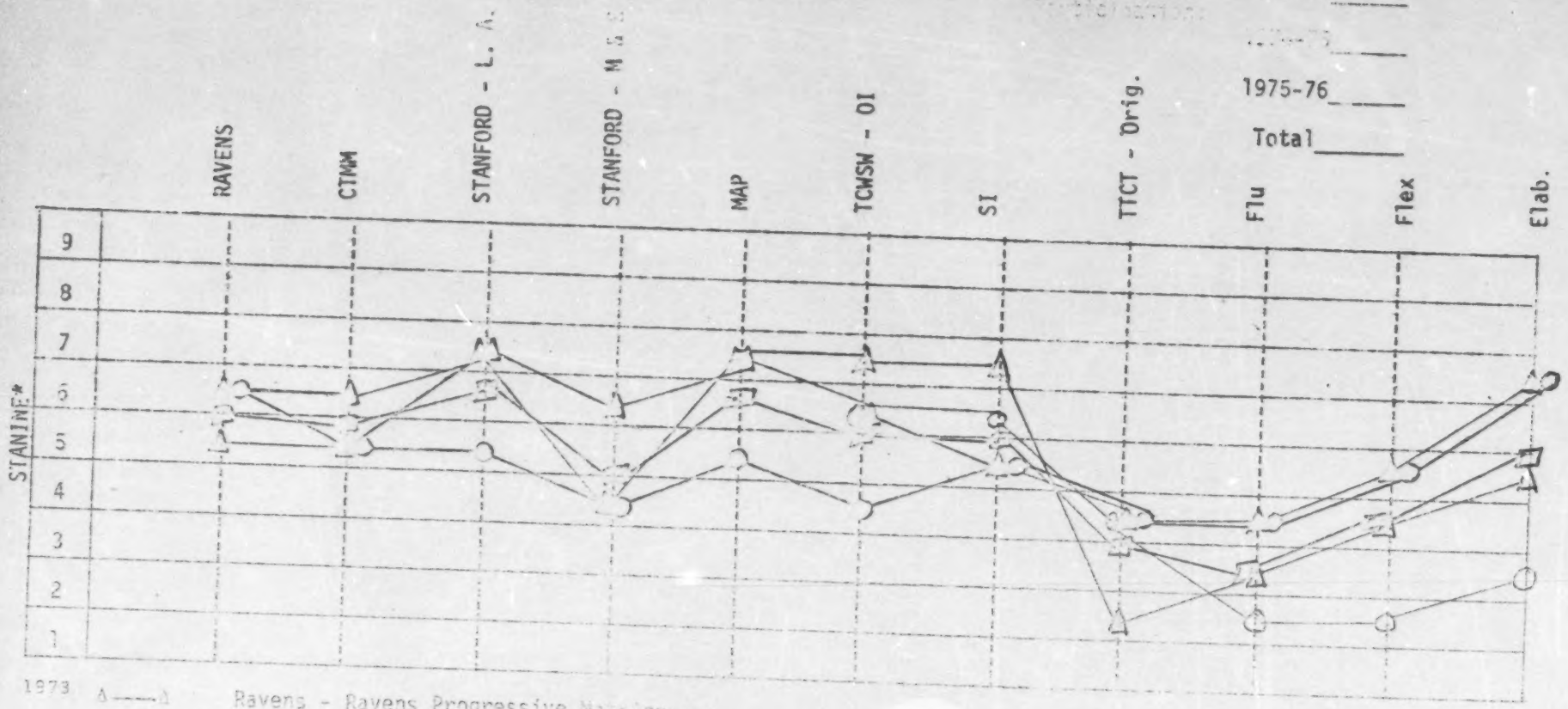
Age in 1973 10

Number of hours 1973-74 _____

1974-75 _____

1975-76 _____

Total _____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1976 o——o Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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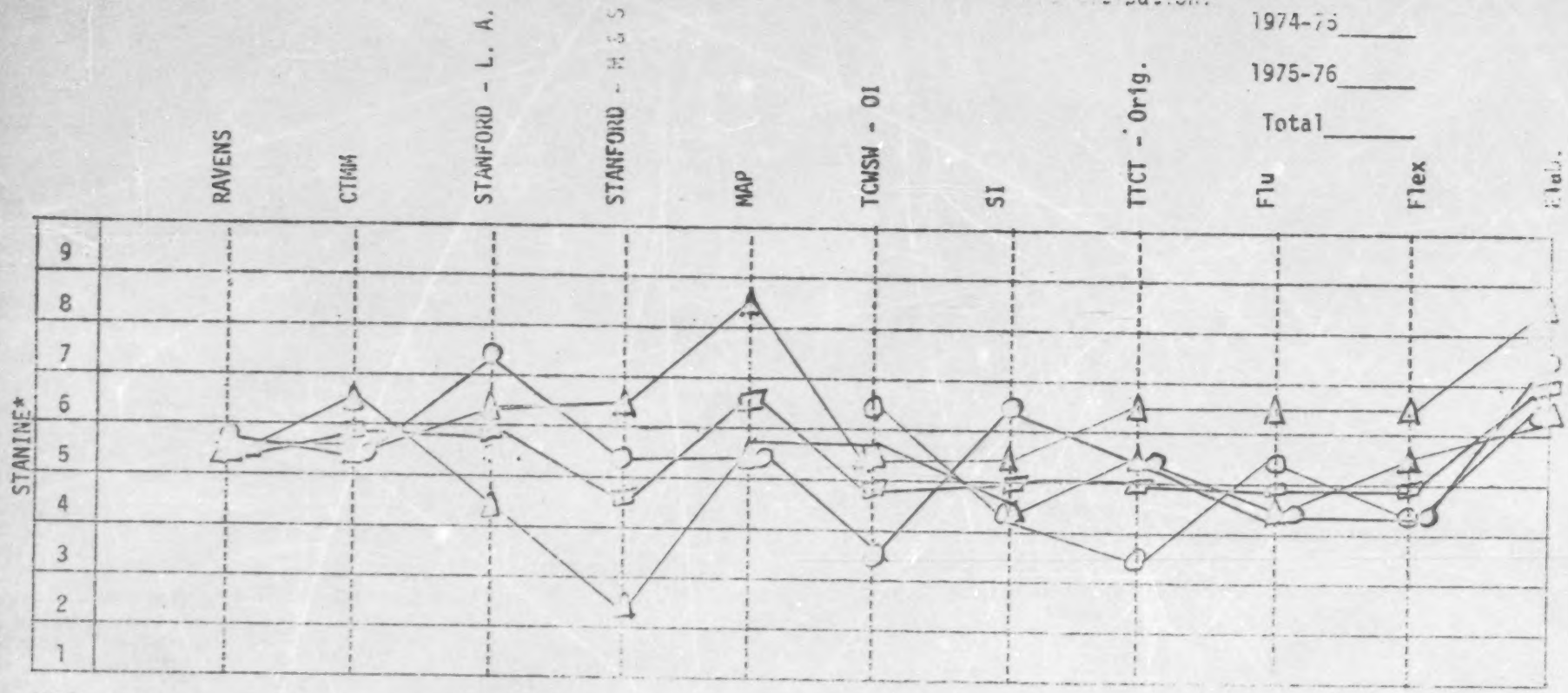
COMMENTS:

NAME C37 Project TAG Individual Profile Age in 1973 10

Number of hours 1973-74 ____
Participation
1974-75 ____
1975-76 ____
Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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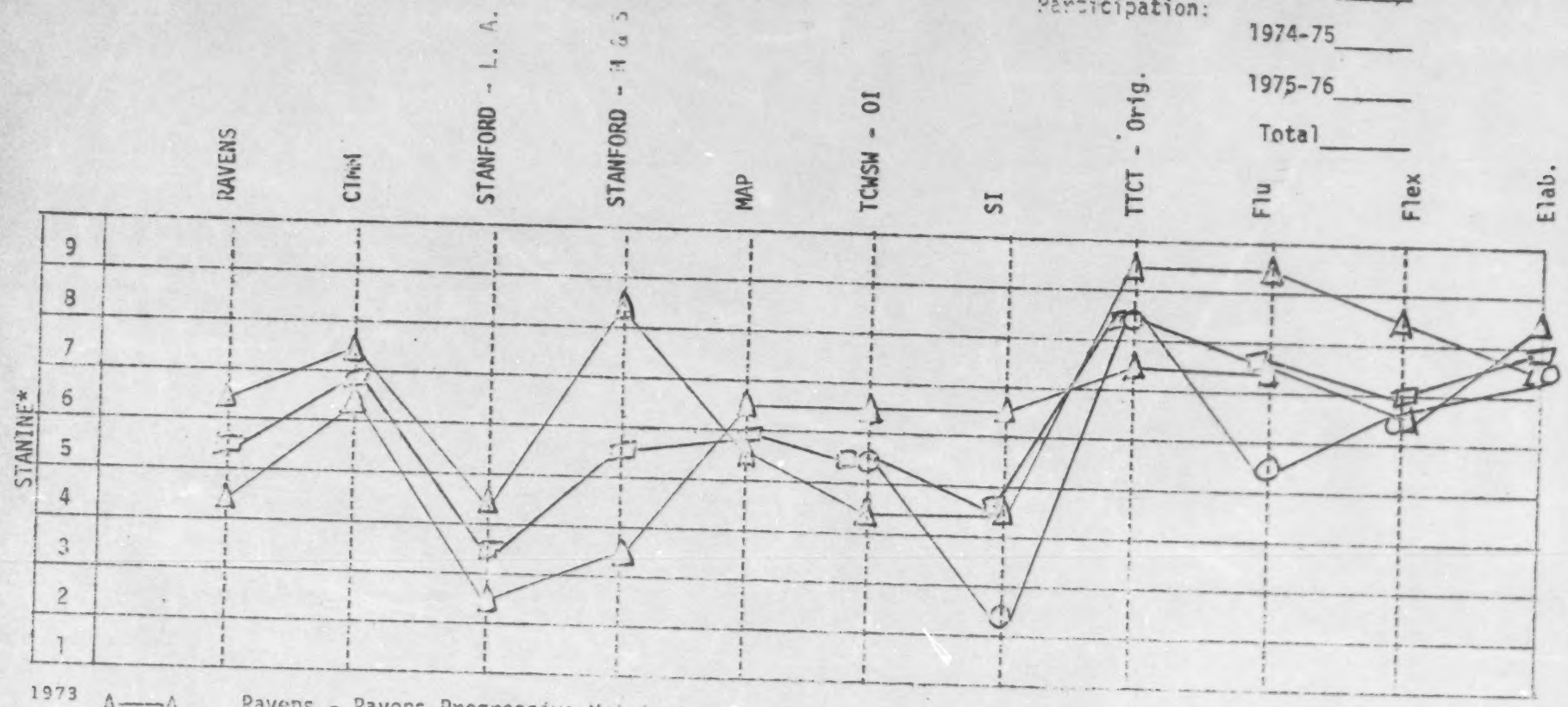
COMMENTS:

NAME C37 Project TAG Individual Profile

Age in 1973 10

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 A——A Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1976 ●——● Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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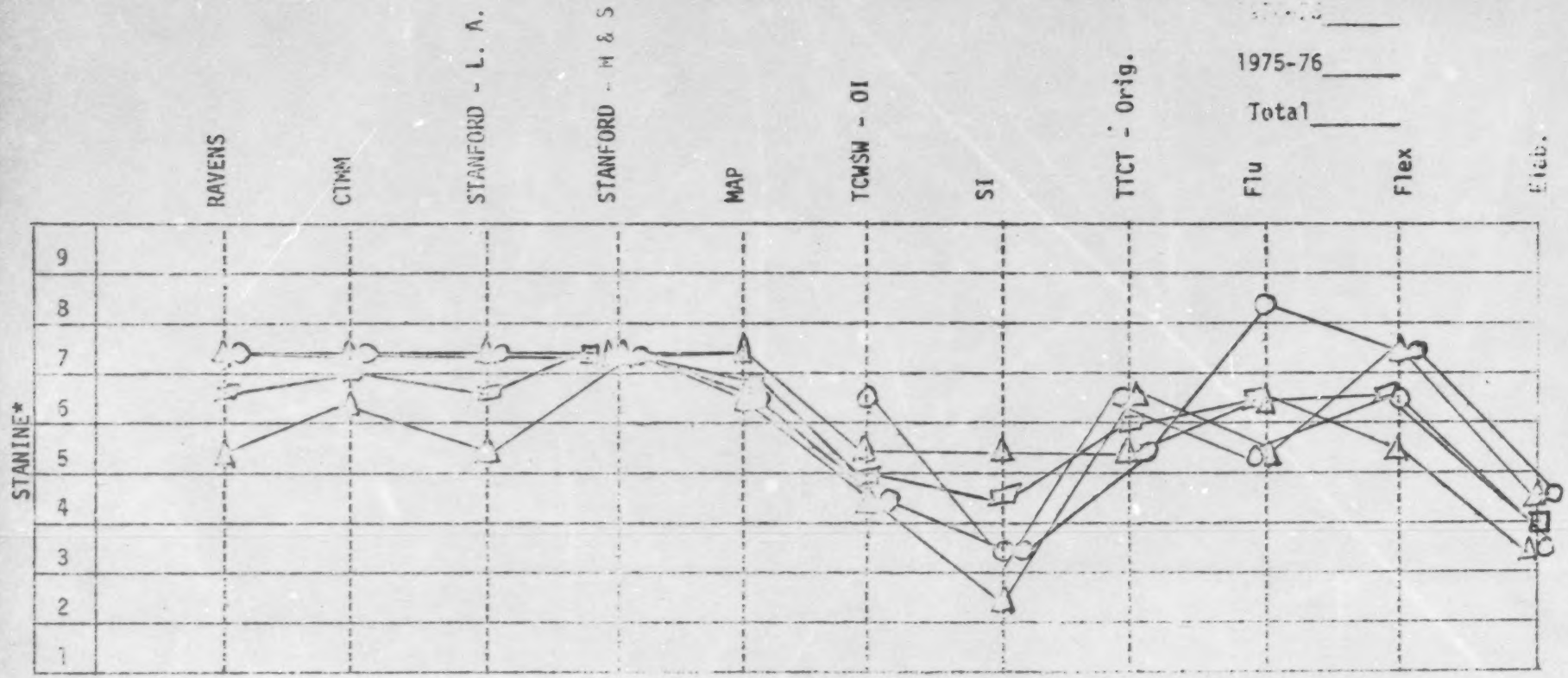
COMMENTS:

Project TAG Individual Profile

NAME C 415 Age in 1973 10

Number of hours 1973-74 ____
Participation: 1974-75 ____
1975-76 ____
Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

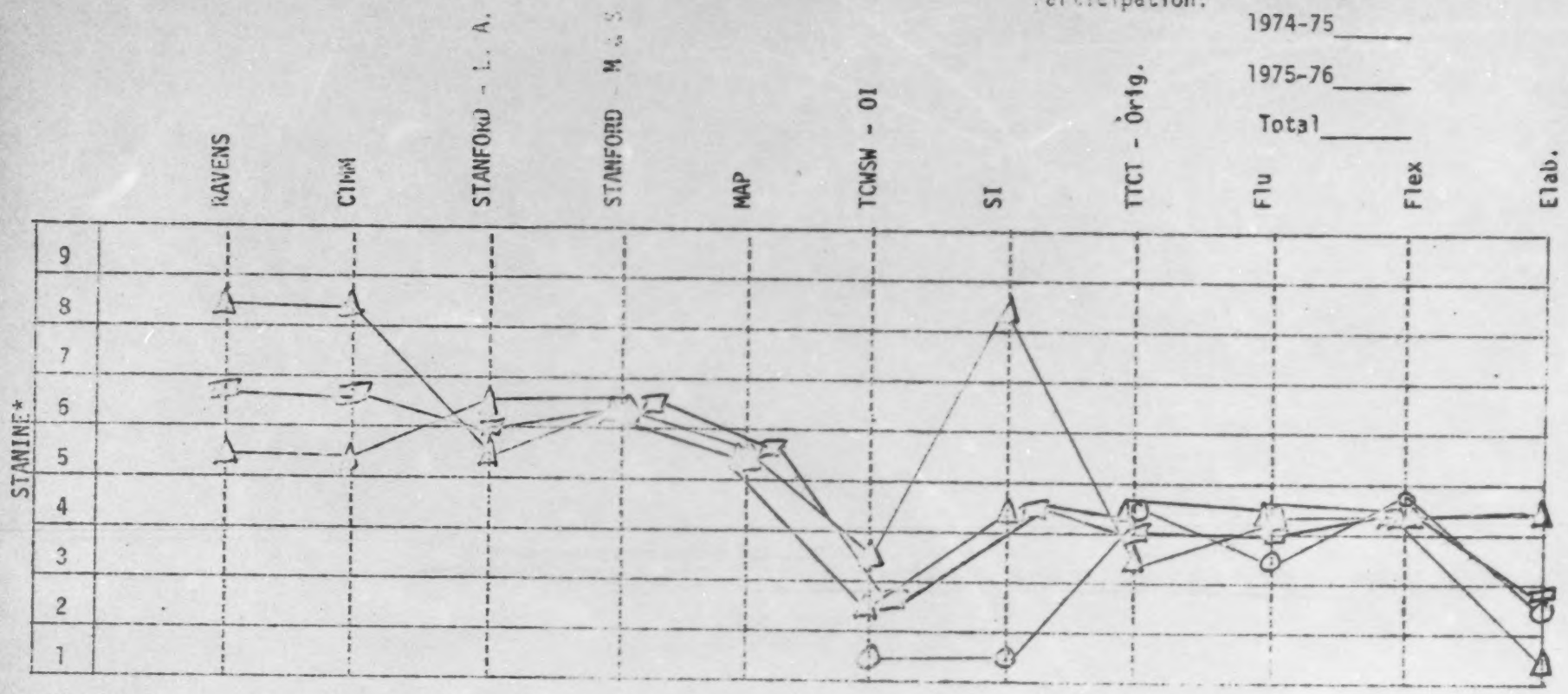
*Stanines based on local gifted population

COMMENTS:

Project TAG Individual Profile

NAME _____ Age in 1973 ___

Number of hours Participation: 1973-74 ___
1974-75 ___
1975-76 ___
Total ___




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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COMMENTS:

NAME [redacted] Project TAG Individual Profile

Age in 1973 10

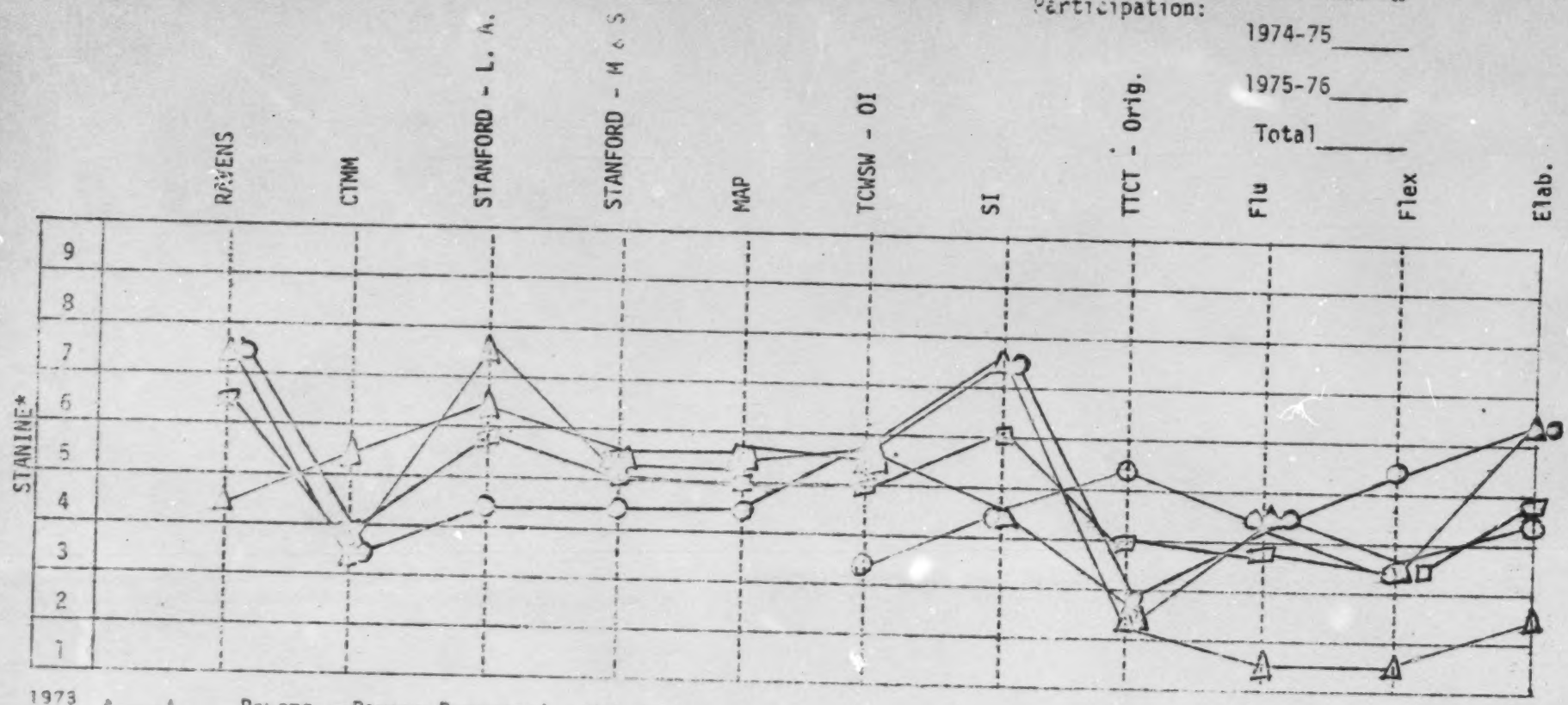
Number of hours 1973-74 ____

Participation:

1974-75 ____

1975-76 ____

Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1976 o——o Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Staninos based on local gifted population

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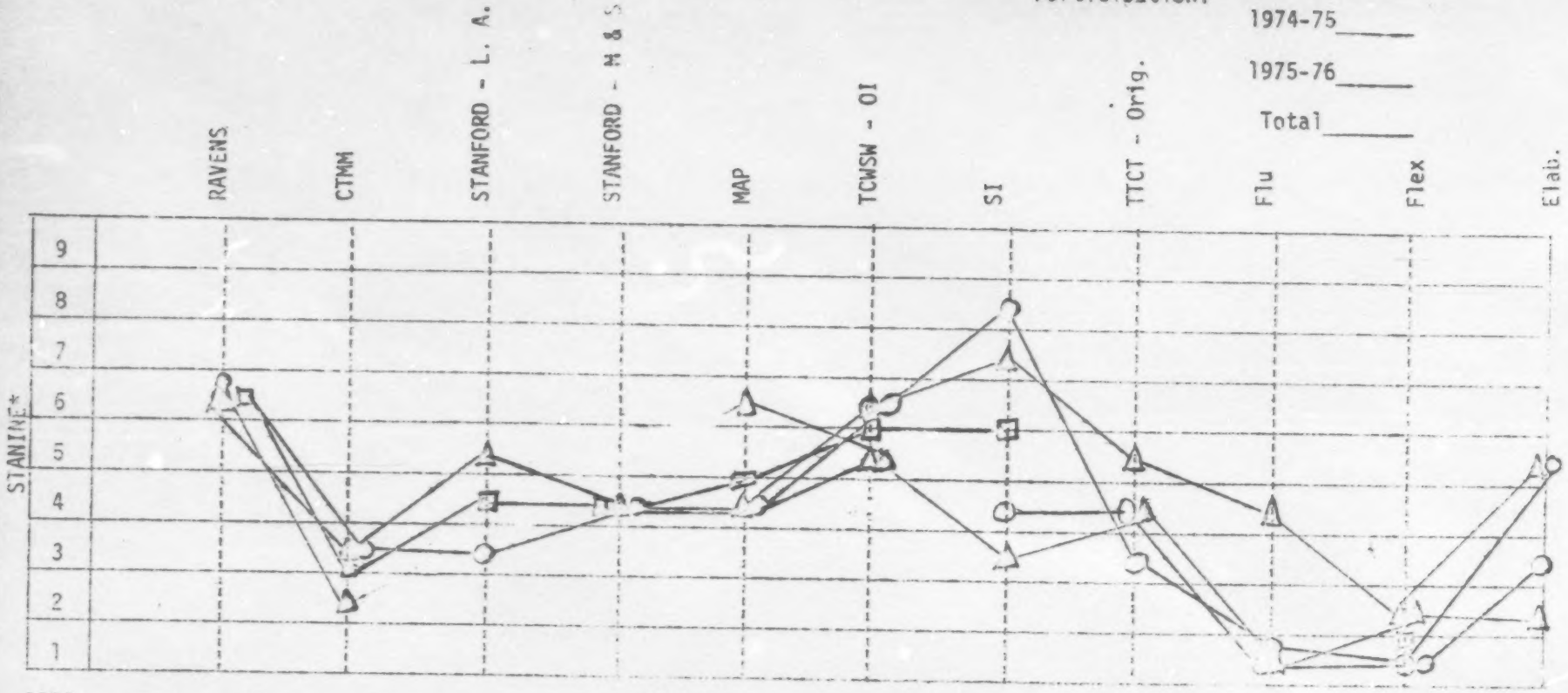
COMMENTS:

[redacted] Project TAG Individual Profile

[redacted] Age in 1973 [redacted]

Number of hours Participation: 1973-74 [redacted]
1974-75 [redacted]
1975-76 [redacted]
Total [redacted]




1973 A——A Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 ●——● OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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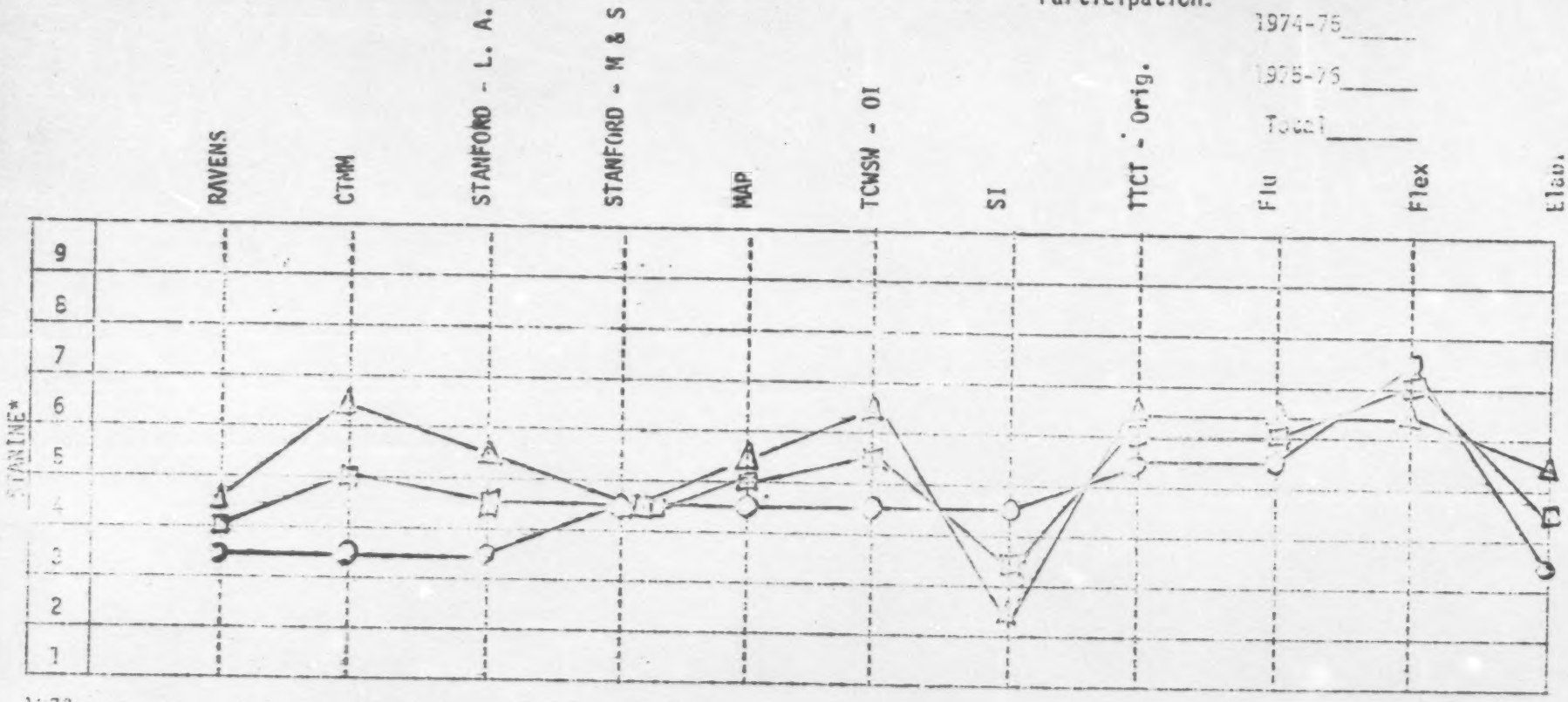
COMMENTS:

NAME C64 Project TAG Individual Profile Age in 1973 10

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1975 Δ——Δ Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

1976 □——□ TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite ⊏——⊐ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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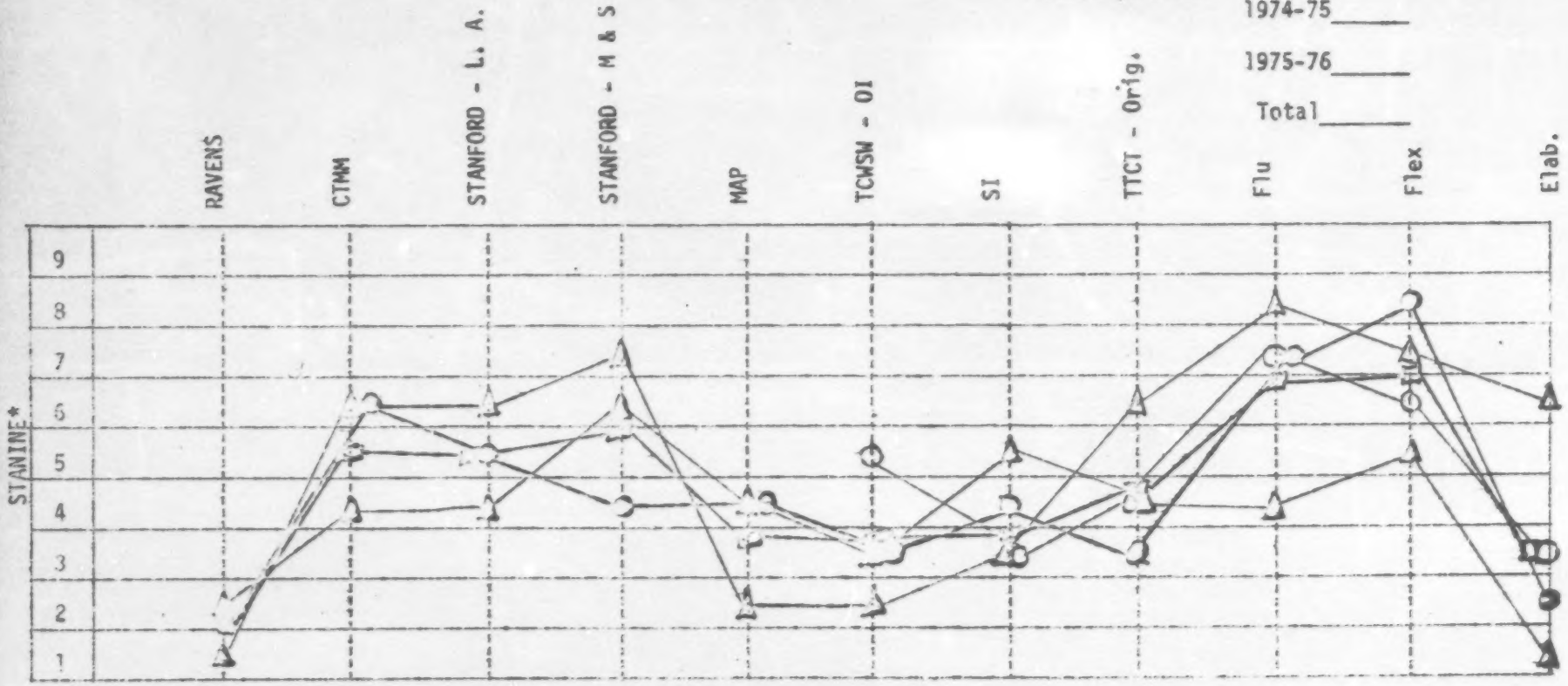
COMMENTS:

Project TAG Individual Profile

NAME _____ Age in 1973 19

Number of hours Participation: 1973-74 _____ 1974-75 _____ 1975-76 _____ Total _____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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COMMENTS:

[redacted] Pr[redacted]t [redacted]nd[redacted]ual [redacted]fil[redacted]

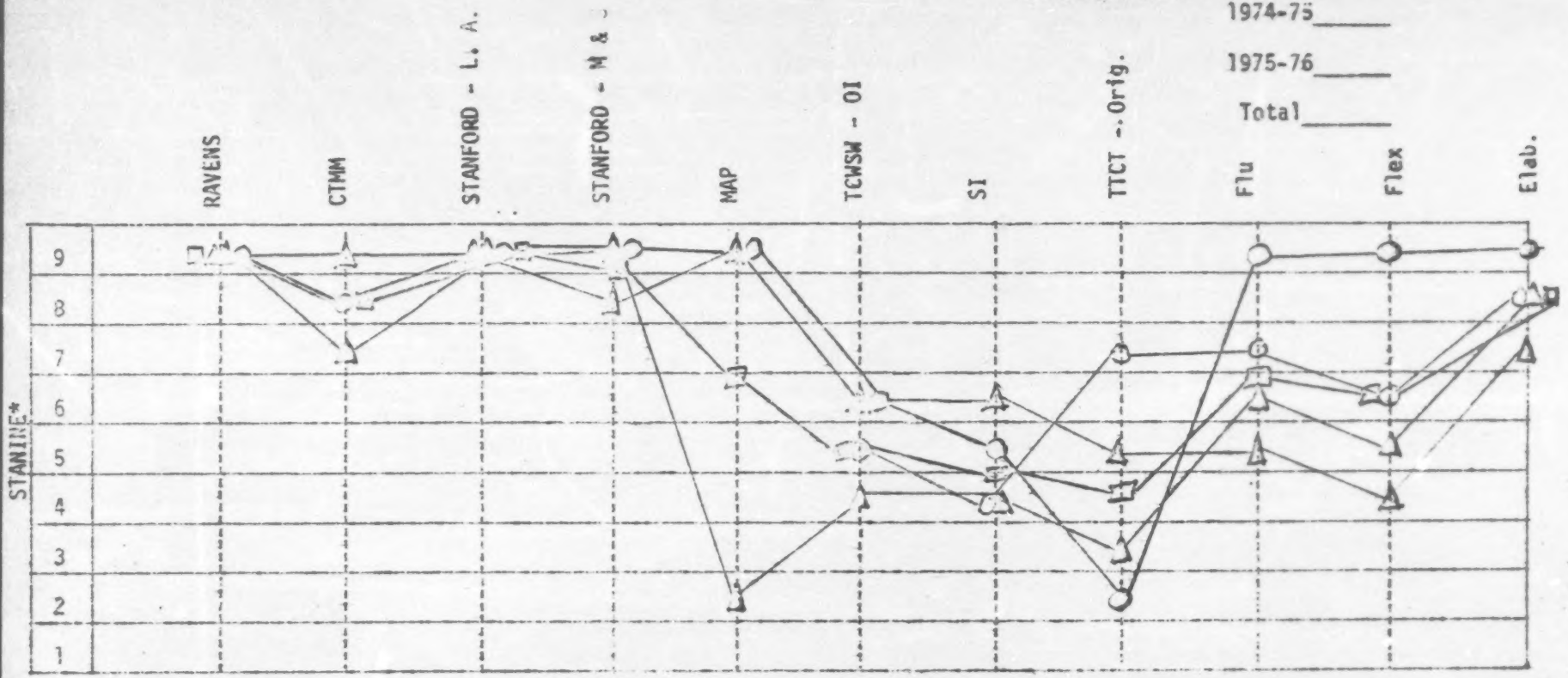
NAME [redacted] Age in 1973 [redacted]

Number of hours participation: 1973-74 [redacted]

1974-75 [redacted]

1975-76 [redacted]

Total [redacted]




1973 Δ——Δ Ravens - Ravens Progressive Matrices

CTMM - California Test of Mental Maturity, Short Form

1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections

Stanford M & S - Stanford Achievement Test - Math & Science Sections

1975 Δ——Δ MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

1976 o——o OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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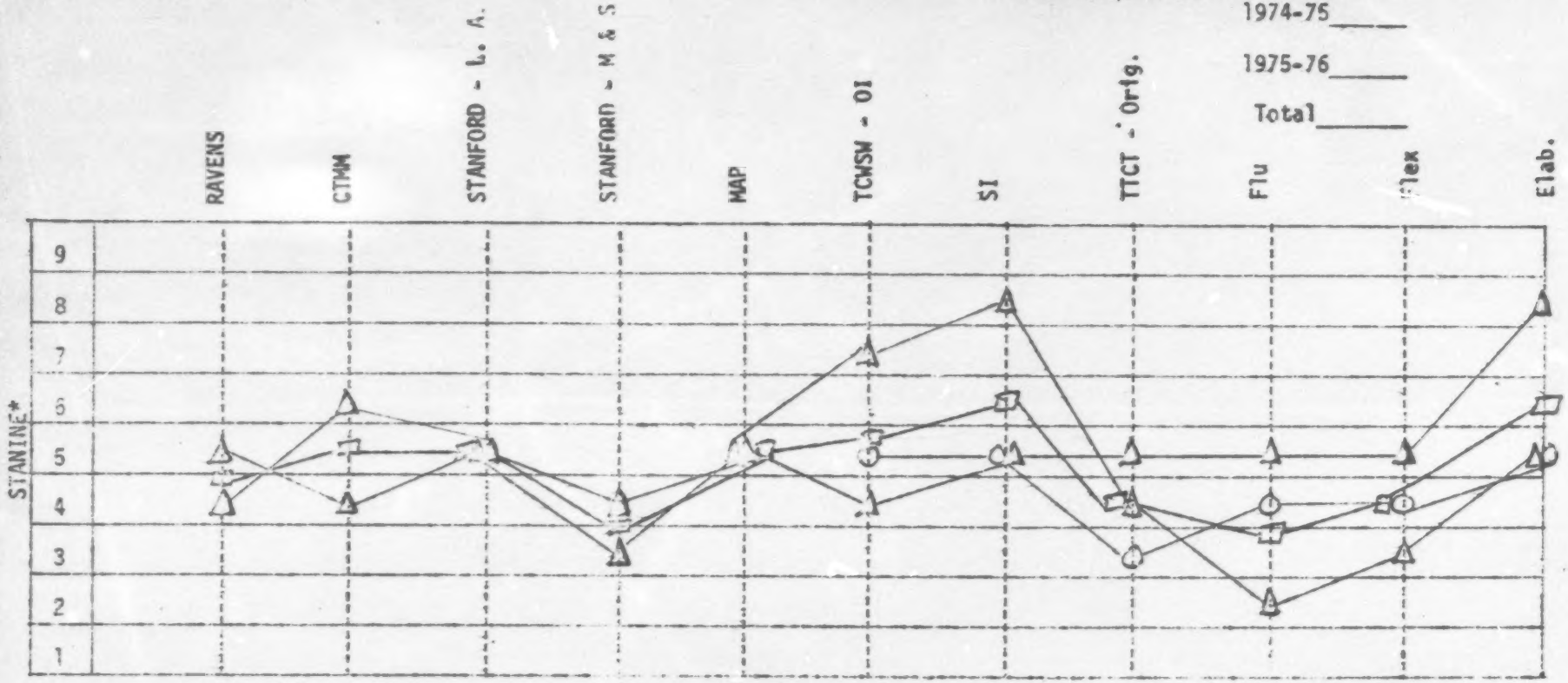
COMMENTS:

Project TAG Individual Profile

NAME [redacted] Age [redacted] 1973 [redacted]

Number of hours Participation: 1973-74 ____
1974-75 ____
1975-76 ____
Total ____




1973 A——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——> OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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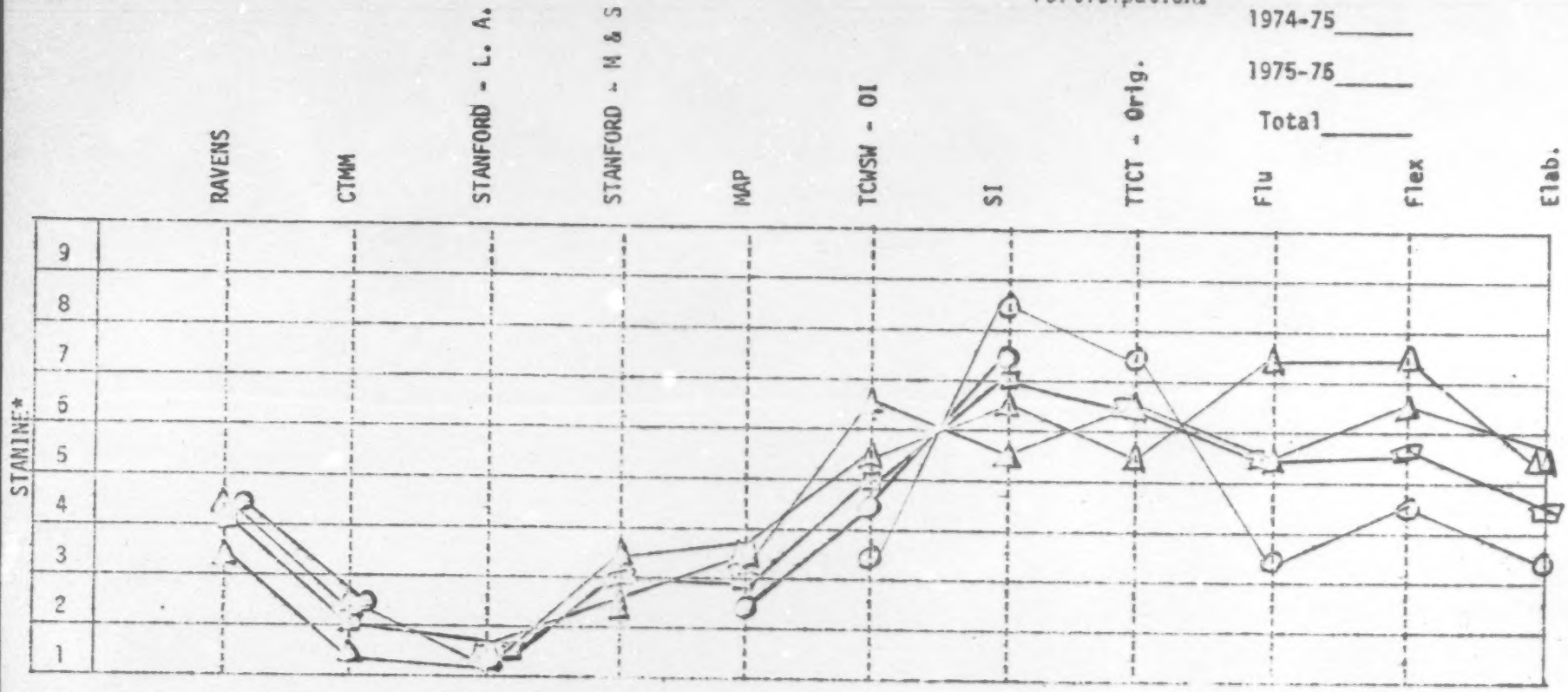
COMMENTS:

NAME _____ 1973 10

Number of hours Participation: 1973-74 _____
1974-75 _____
1975-76 _____
Total _____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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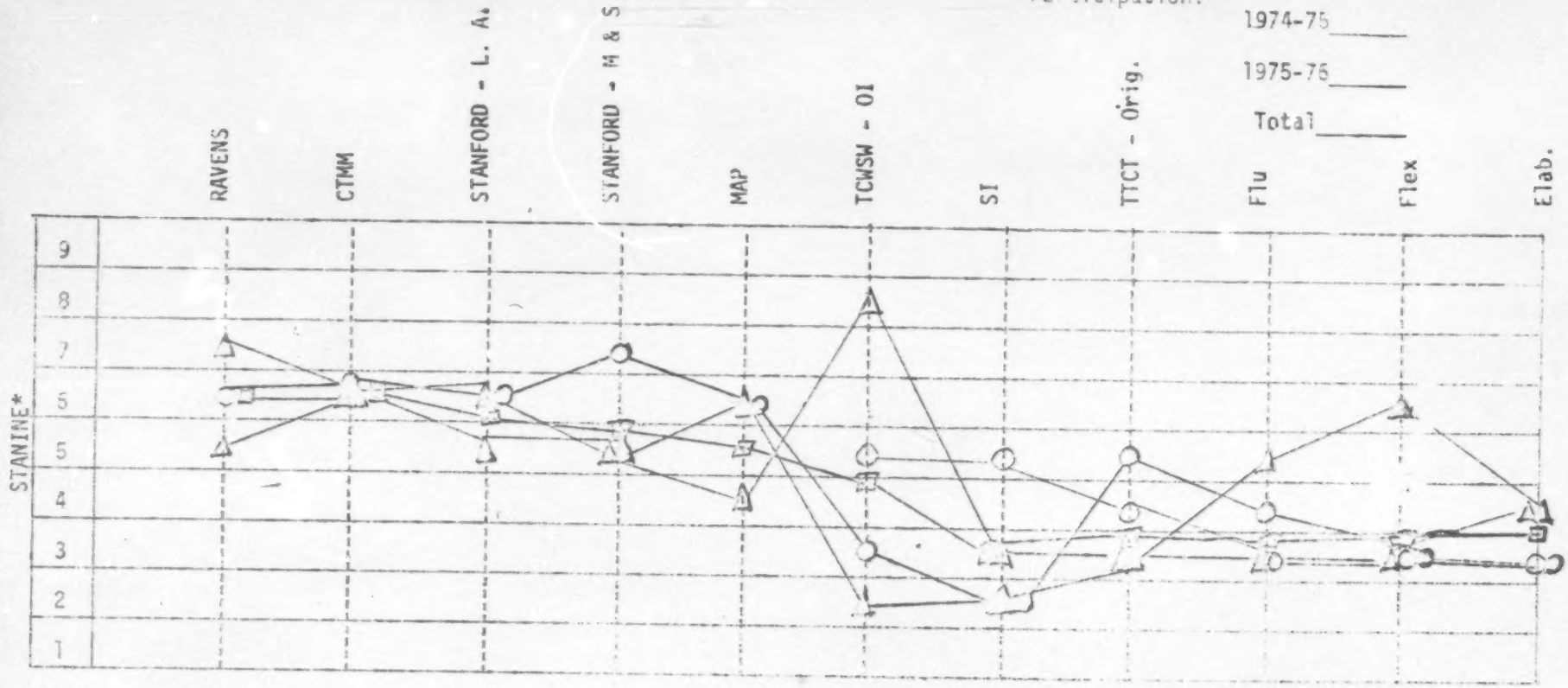
COMMENTS:

NAME C34 Project TAG Individual Profile

Age in 1973 10

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

1975 ▲——▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1976 ●——● Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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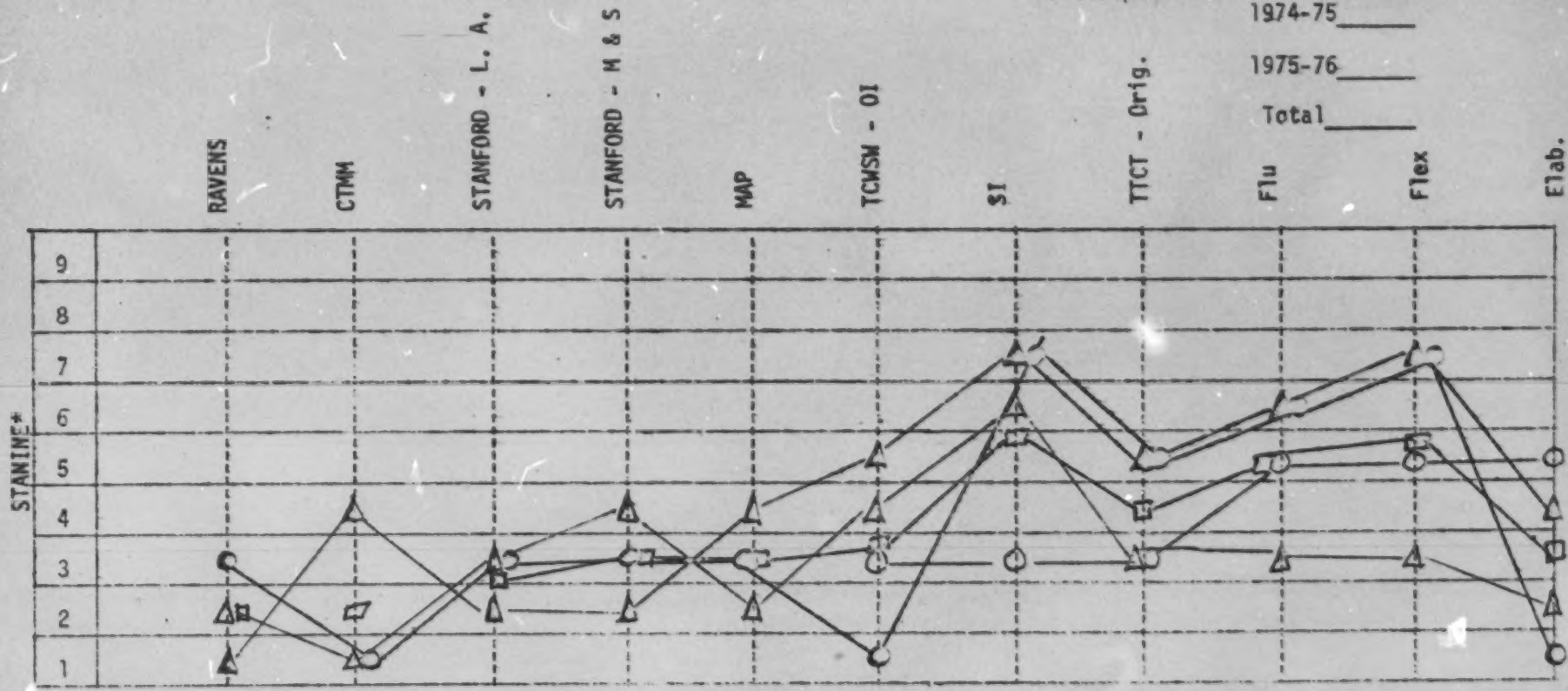
COMMENTS:

Project TAG Individual Profile

NAME [redacted] Age in 1973 10

Number of hours Participation: 1973-74 _____
1974-75 _____
1975-76 _____
Total _____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 ○——○ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 ▲——▲ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 ●——● OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

COMMENTS:

Project TAG Individual Profile

Age in 1973 ___

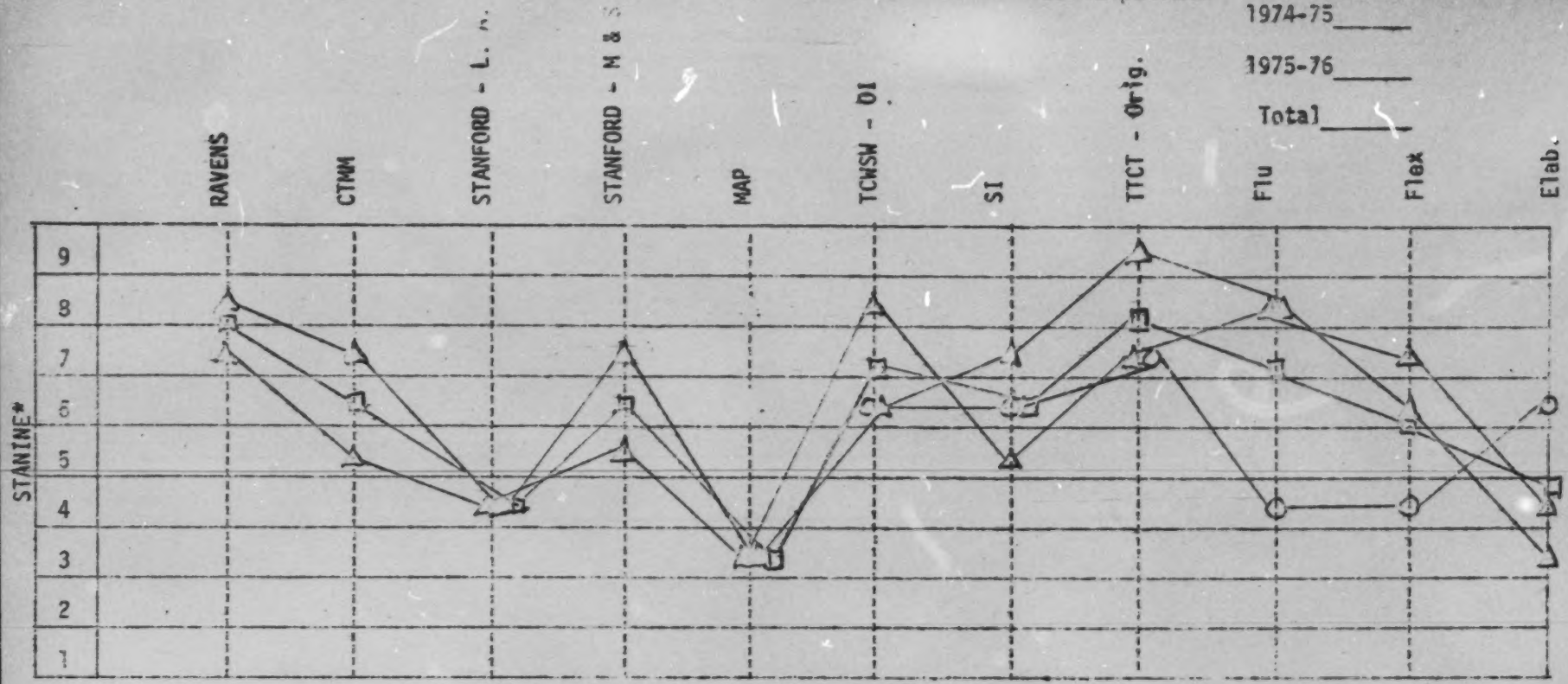
Number of Hours 1973-74 ___

Participation:

1974-75 ___

1975-76 ___

Total ___




1973 Δ——Δ Ravens - Ravens Progressive Matrices

CTMM - California Test of Mental Maturity, Short Form

1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections

Stanford M & S - Stanford Achievement Test - Math & Science Sections

1975 Δ——Δ MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

1976 o——o OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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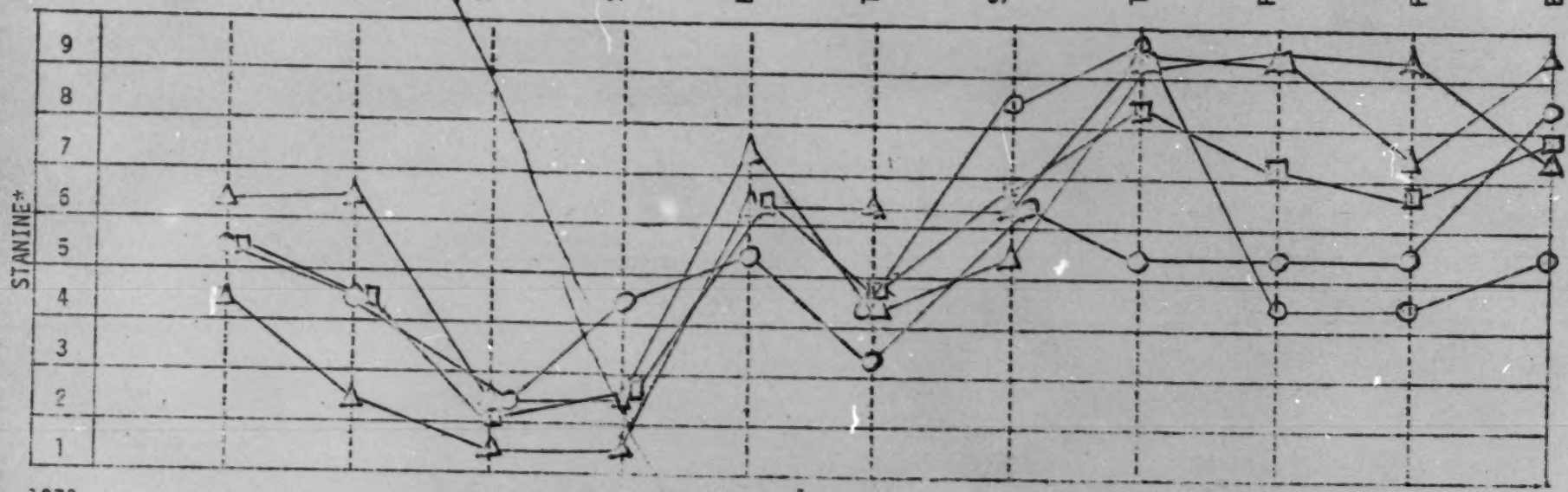
COMMENTS:

NAME [redacted]

Project IAG Individual Profile

[redacted]ge [redacted]973-[redacted]

Number of hours 1973-74 ____
Participation:
1974-75 ____
1975-76 ____
Total ____




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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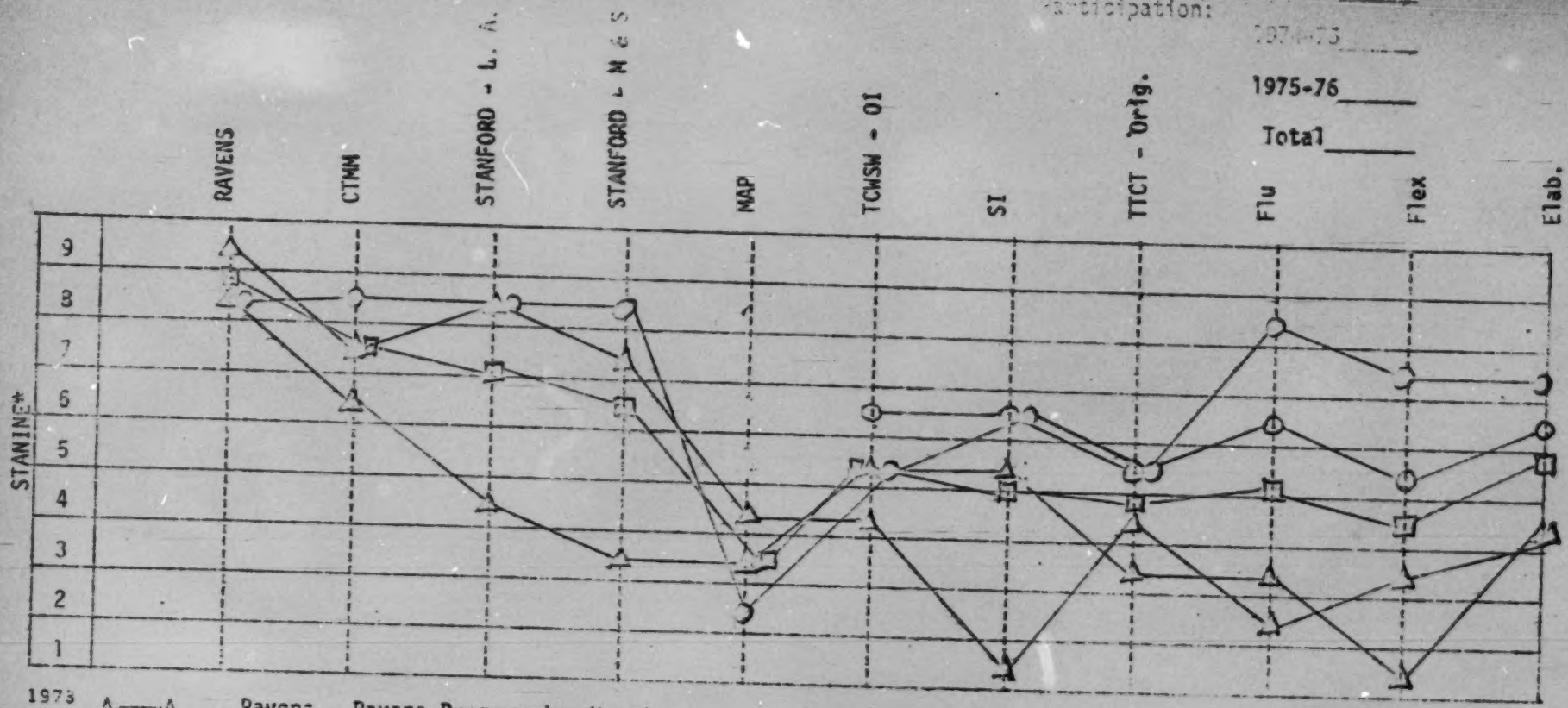
COMMENTS:

NAME [redacted]

Project MAP Individual Profile

Age [redacted]

Number of hours participation: 1973-74 [redacted]
1974-75 [redacted]
1975-76 [redacted]
Total [redacted]




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1976 o——› Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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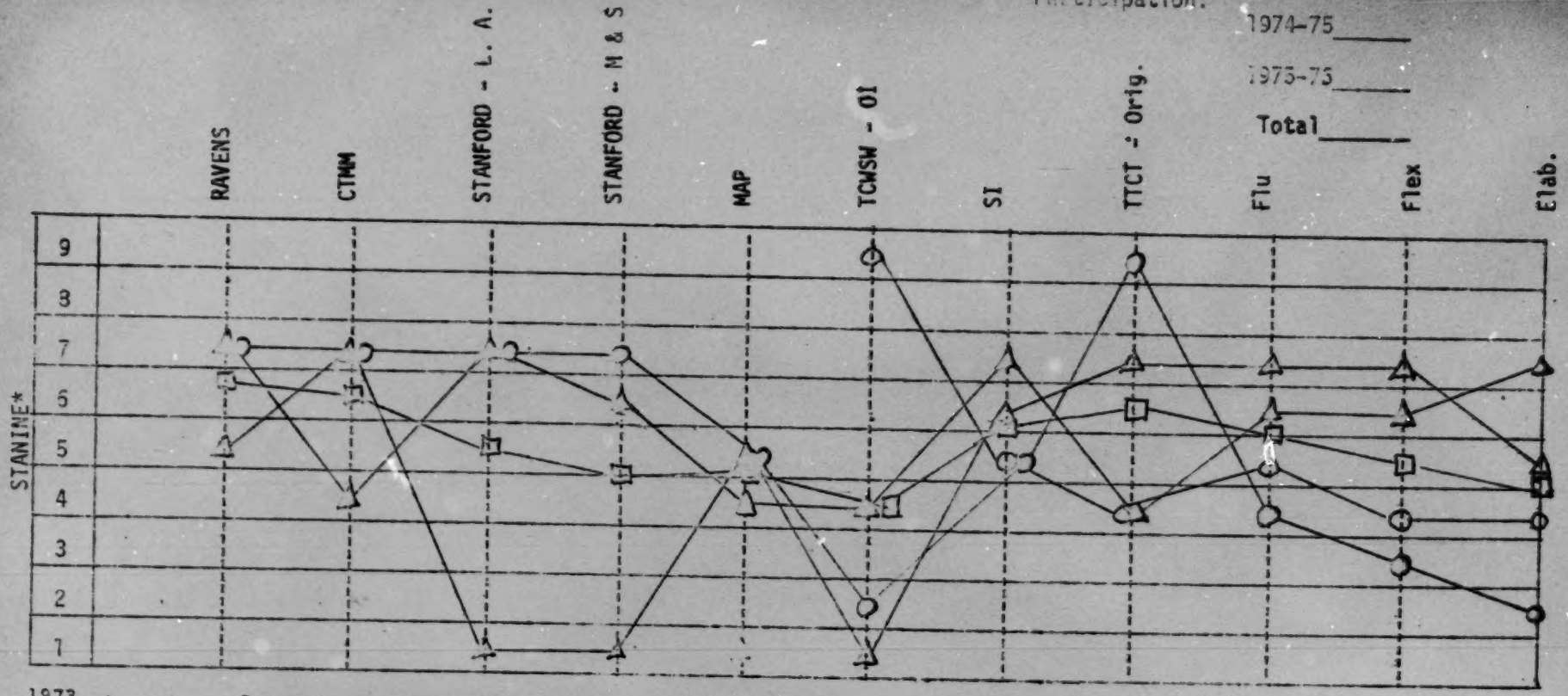
COMMENTS:

NAME [redacted] Age in 1973 [redacted] Number of h[redacted] 1[redacted]74[redacted]
Participation:
1974-75_____
1975-75_____
Total_____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □—□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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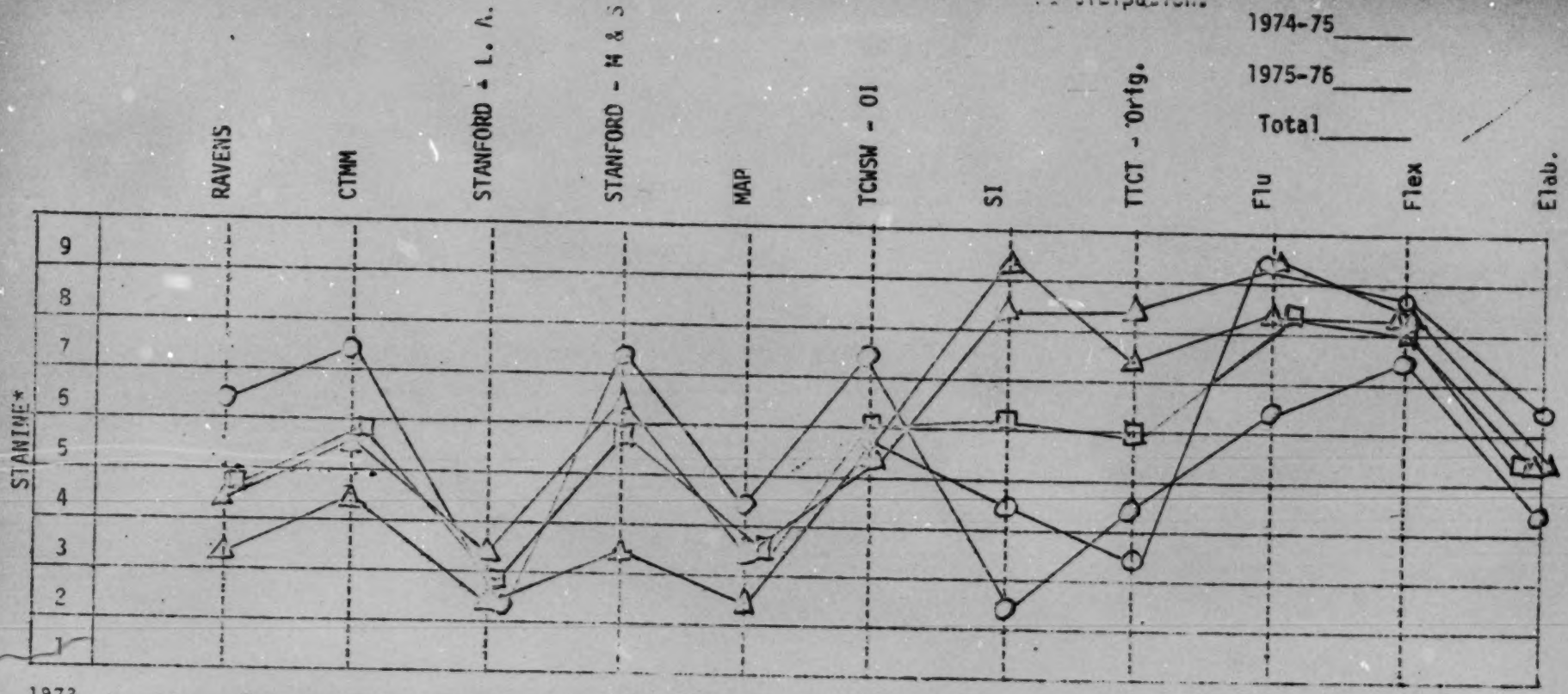
COMMENTS:

NAME [redacted] Project IAG Individual Profile

[redacted] ge [redacted] 1973 [redacted] 11

Number of hours participation:
1973-74 _____
1974-75 _____
1975-76 _____
Total _____




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □—□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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COMMENTS:

Project TAG Individual Profile

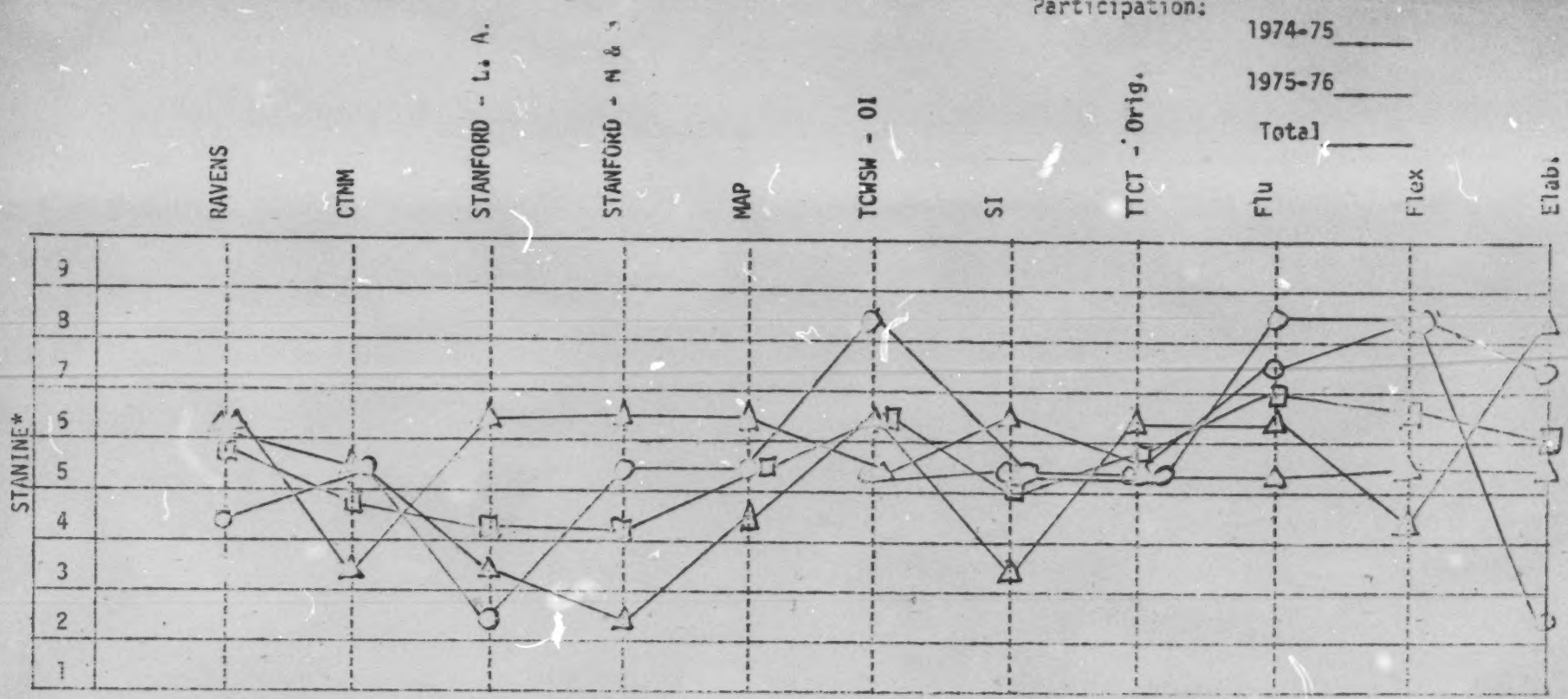
NAME [redacted] Age in 1973 [redacted]

Participation:

1974-75 _____

1975-76 _____

Total _____




1973 A——A Ravens - Ravens Progressive Matrices

CTMM - California Test of Mental Maturity, Short Form

1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections

Stanford M & S - Stanford Achievement Test - Math & Science Sections

1975 Δ——Δ MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

1976 ø——ø OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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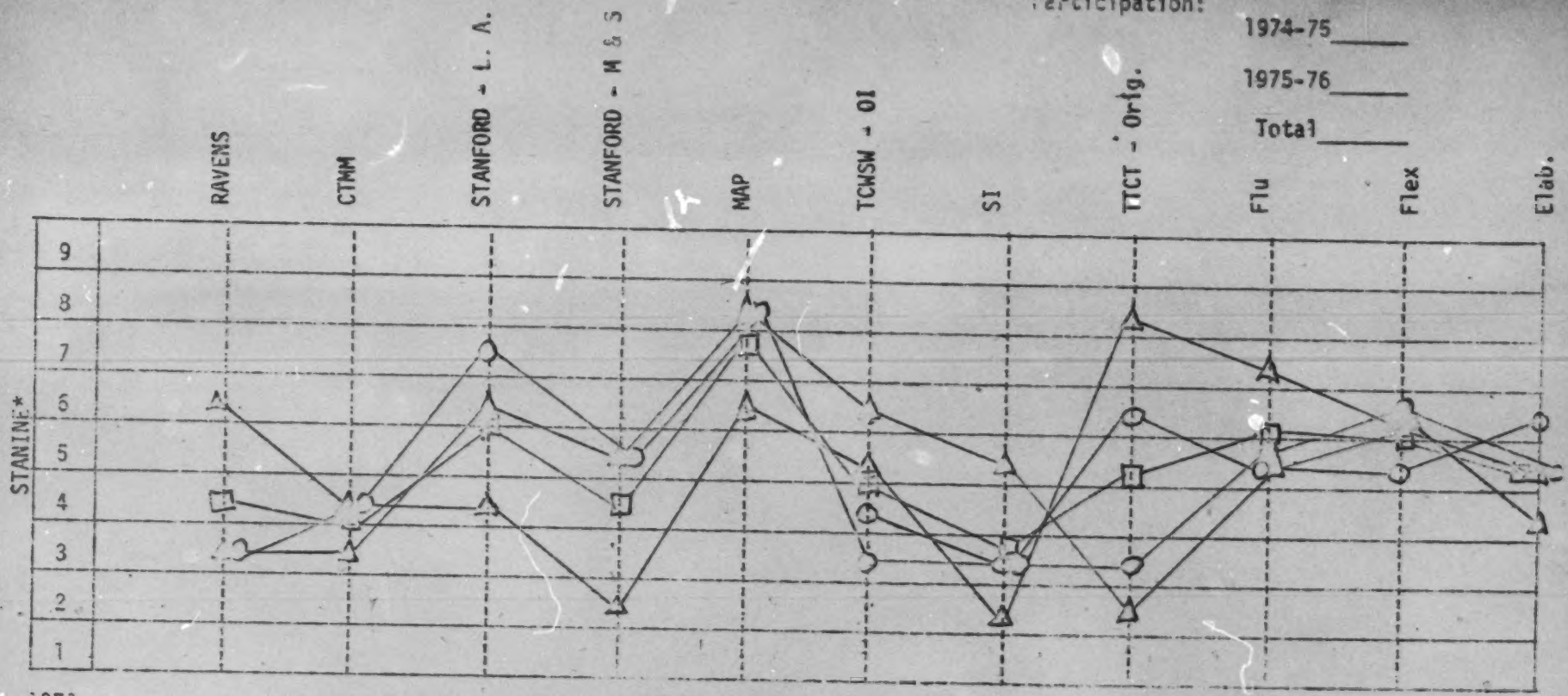
COMMENTS:

NAME [redacted] Project TAG Individual Profile Age [redacted] 11 [redacted]

Participation:
1974-75 ____
1975-76 ____
Total ____




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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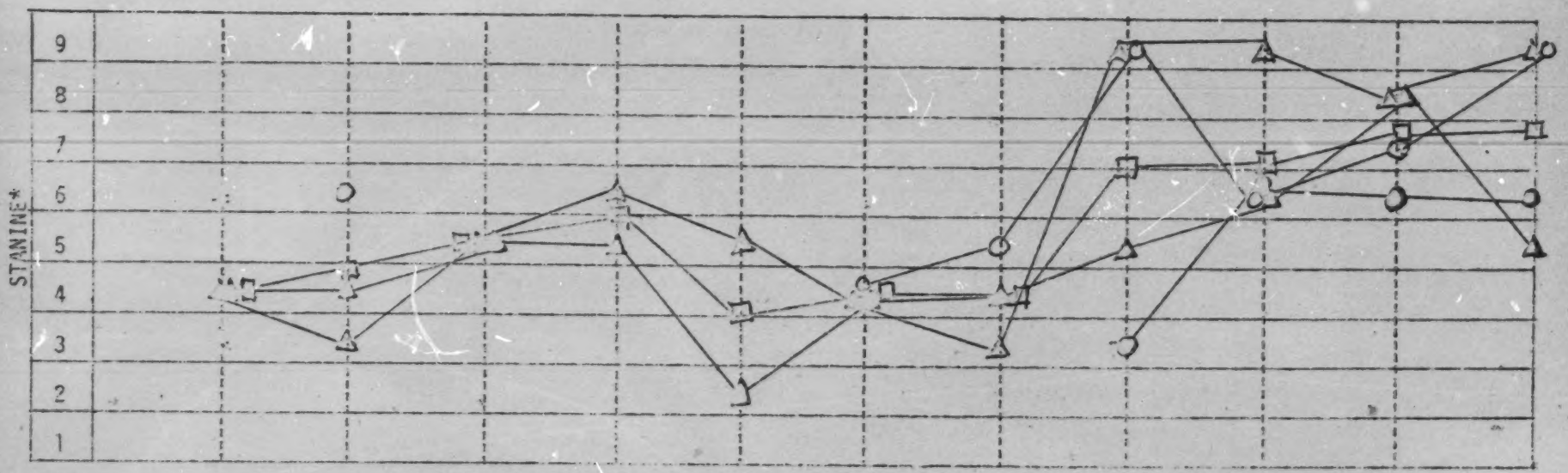
COMMENTS:

Project TAG Individual Profile

NAME [redacted] Age in 1973 11

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

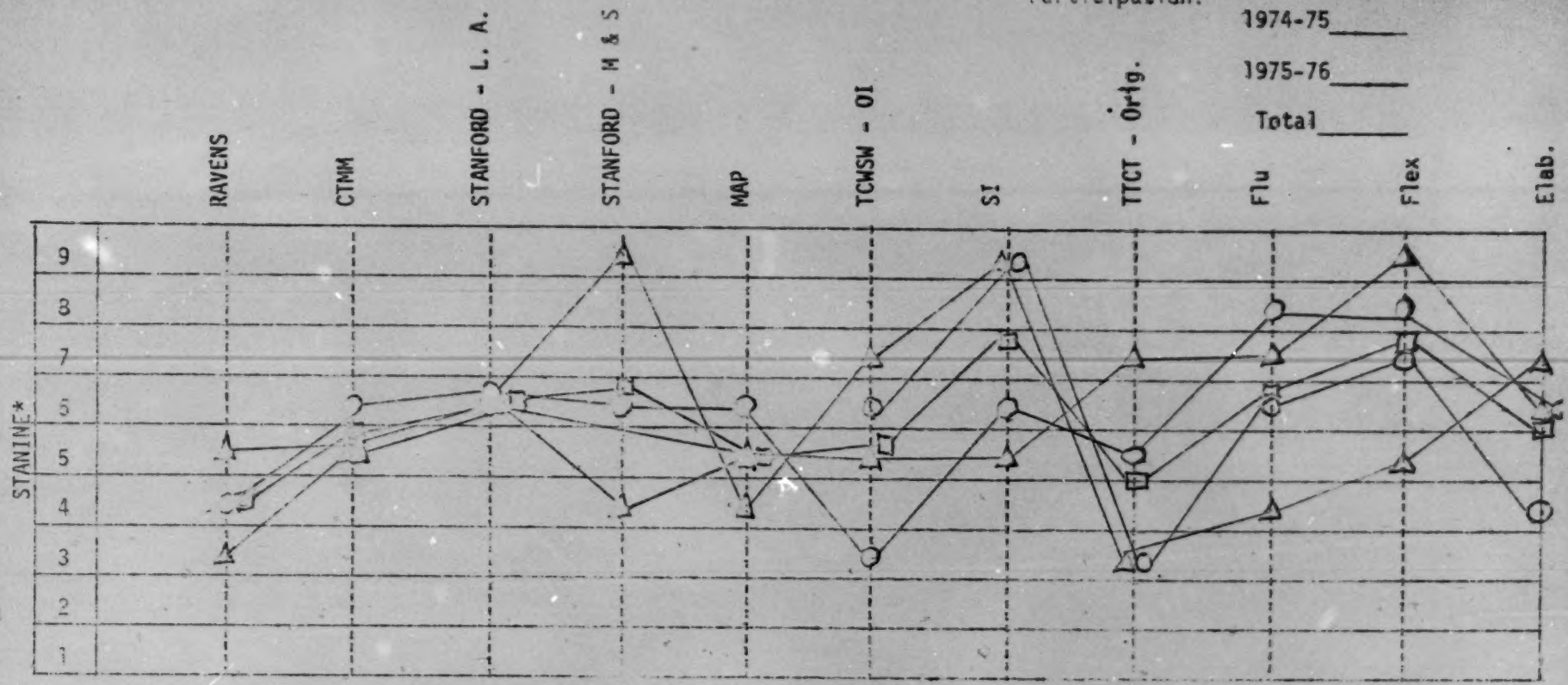
*Stanines based on local gifted population



COMMENTS:

NAME [redacted] Age in 1973 11

Number of hours Participation: 1973-74 _____
1974-75 _____
1975-76 _____
Total _____




1973 A——A
1974 B——C
1975 A——A
1976 D——D
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math. & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population



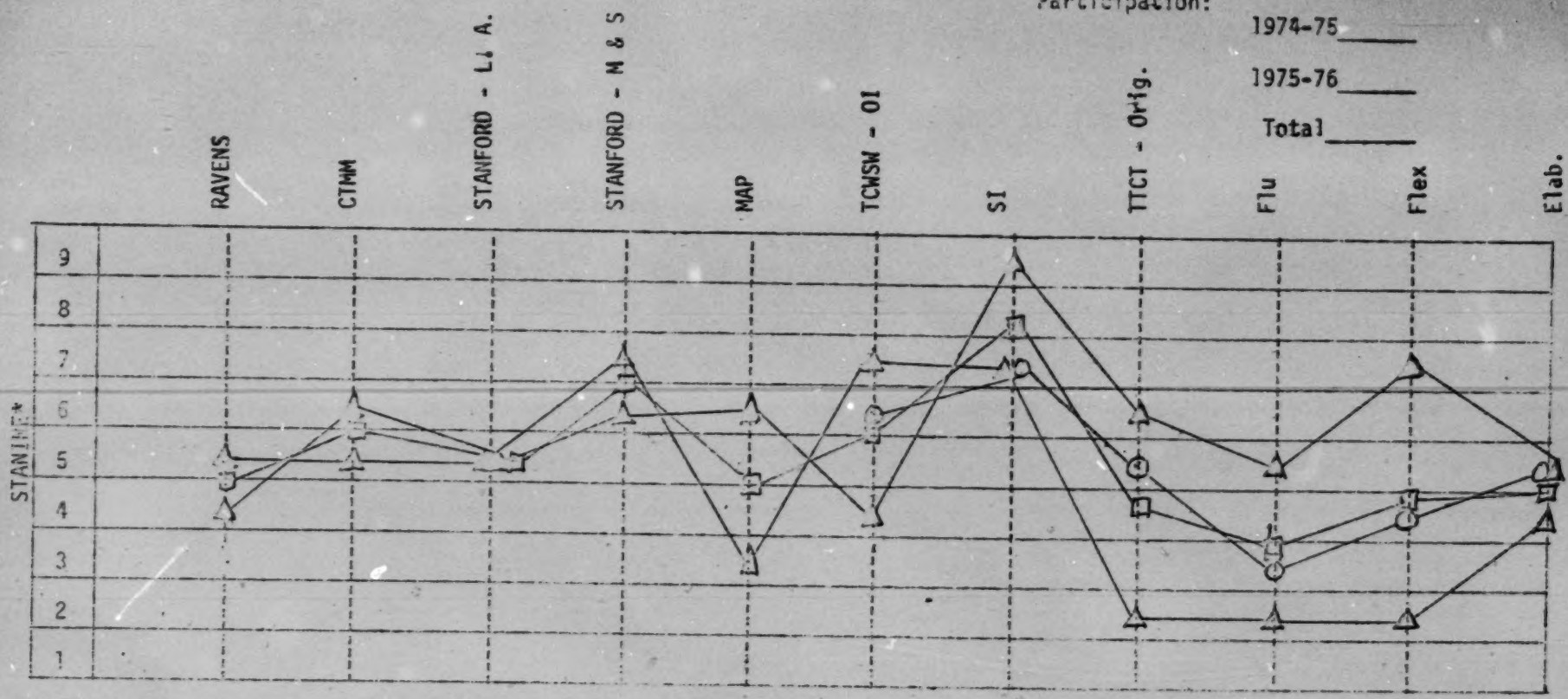


COMMENTS:

Project TAG Individual Profile

NAME [redacted] Age [redacted] ID # 1

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

Stanford M & S - Stanford Achievement Test - Math & Science Sections

1975 Δ——Δ MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

1976 o——o OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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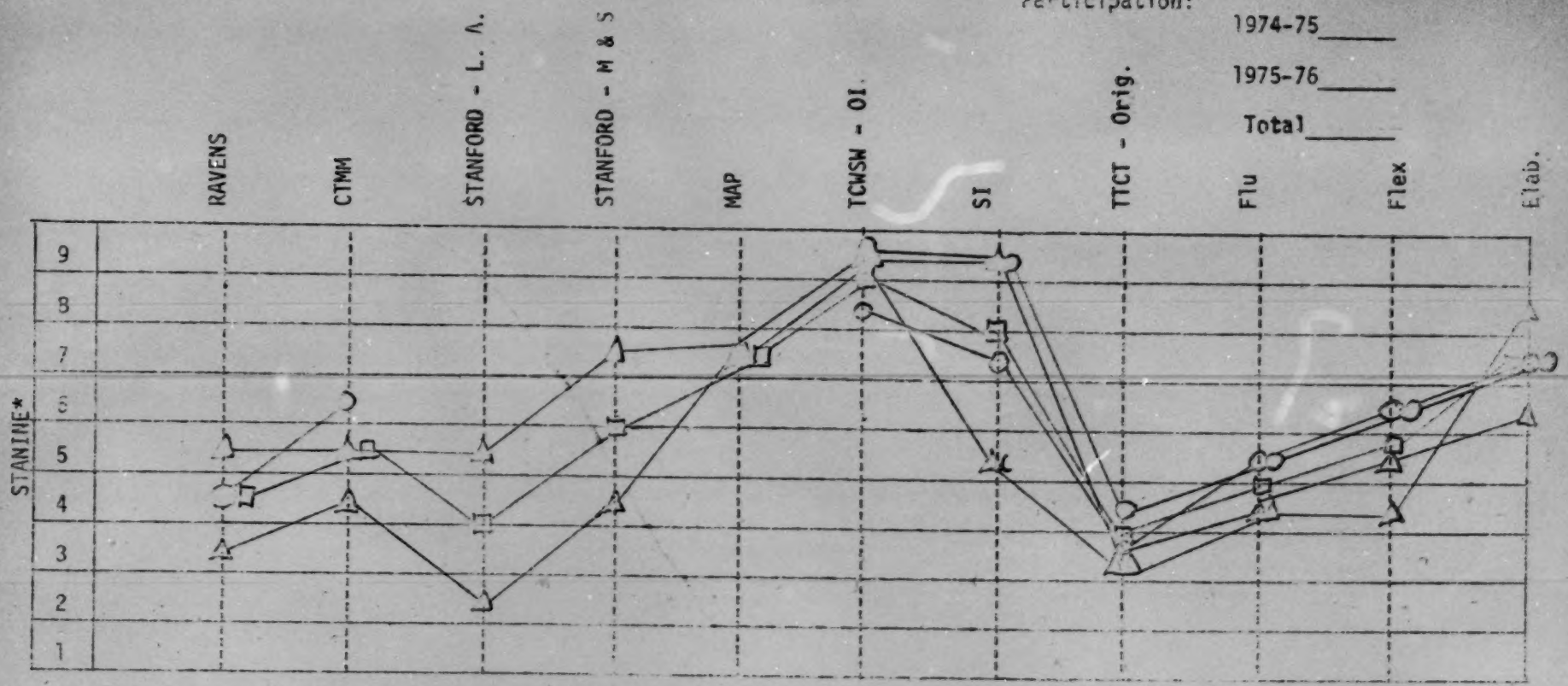
COMMENTS:

NAME [redacted]

Number of hours Participation: 1973-[redacted]
1974-75_____
1975-76_____
Total_____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

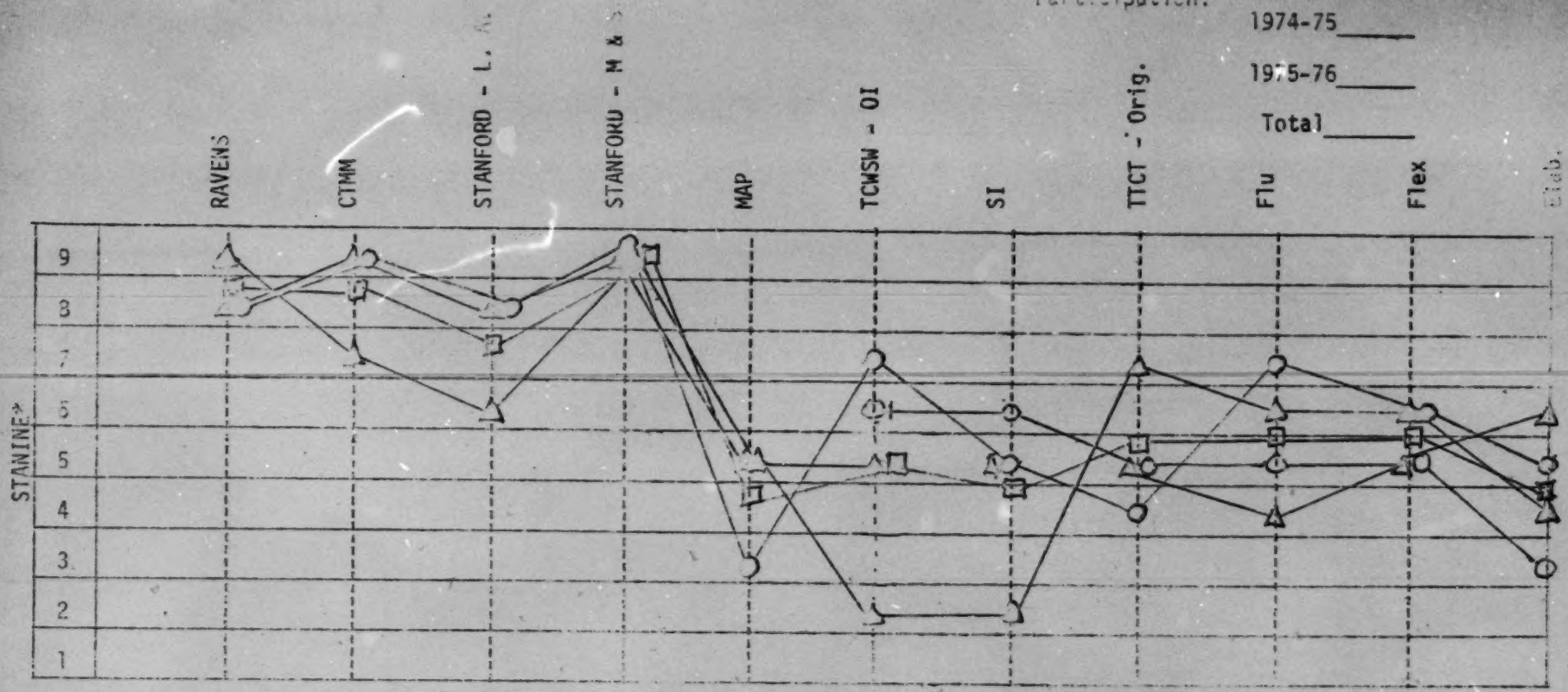
*Stanines based on local gifted population



COMMENTS:

NAME [redacted] Age in 1973 11

Number of hours participation: 1973-74 _____
1974-75 _____
1975-76 _____
Total _____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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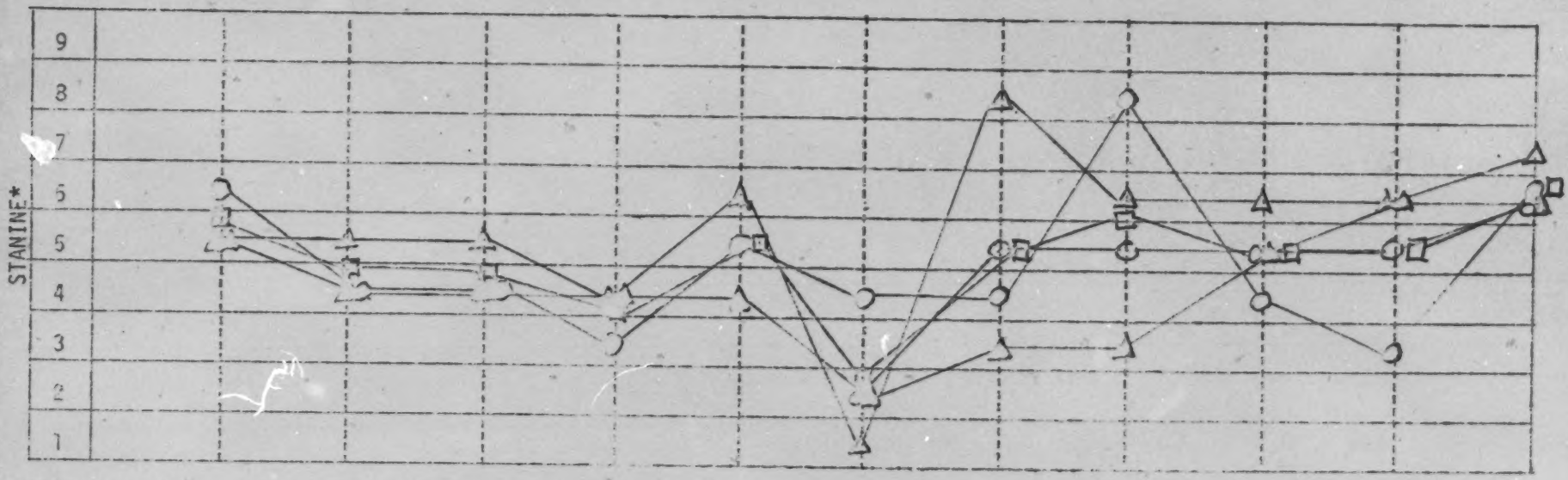
COMMENTS:

NAME - CW

Project TAG Individual Profile

Age in 1975 11

Number of hours Participation: 1973-74 ____
1974-75 ____
1975-76 ____
Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1975 Δ——Δ Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
1976 o——o TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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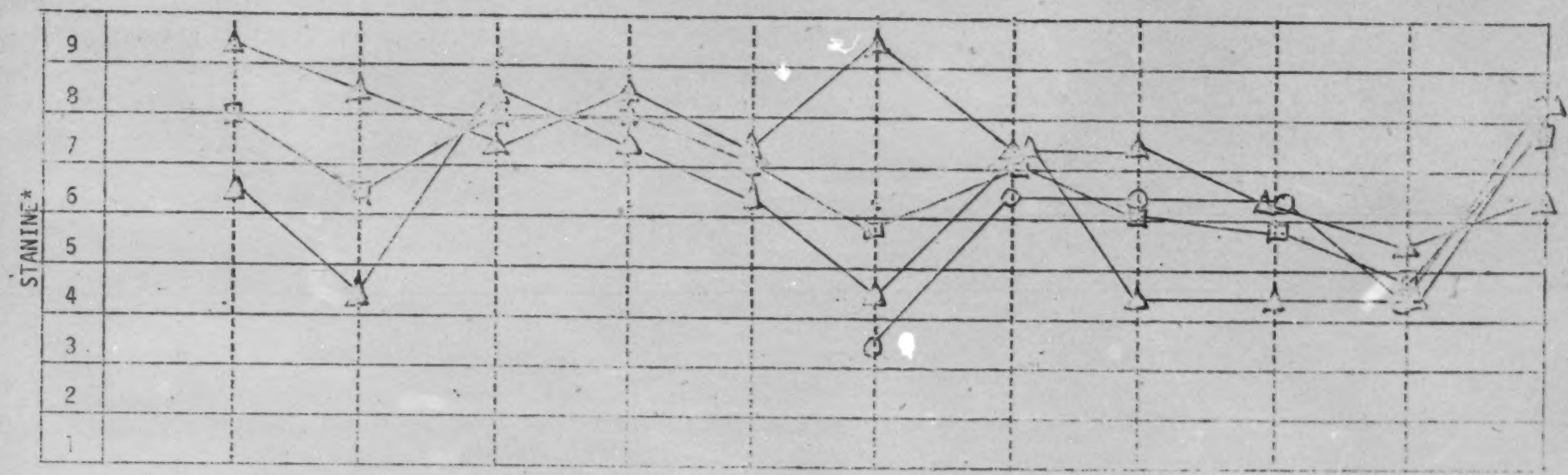
COMMENTS:

NAME C42 Age in 1973 11

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

Stanford M & S - Stanford Achievement Test - Math & Science Sections

1975 Δ——Δ MAP - Musical Aptitude Profile

1976 o——o TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population



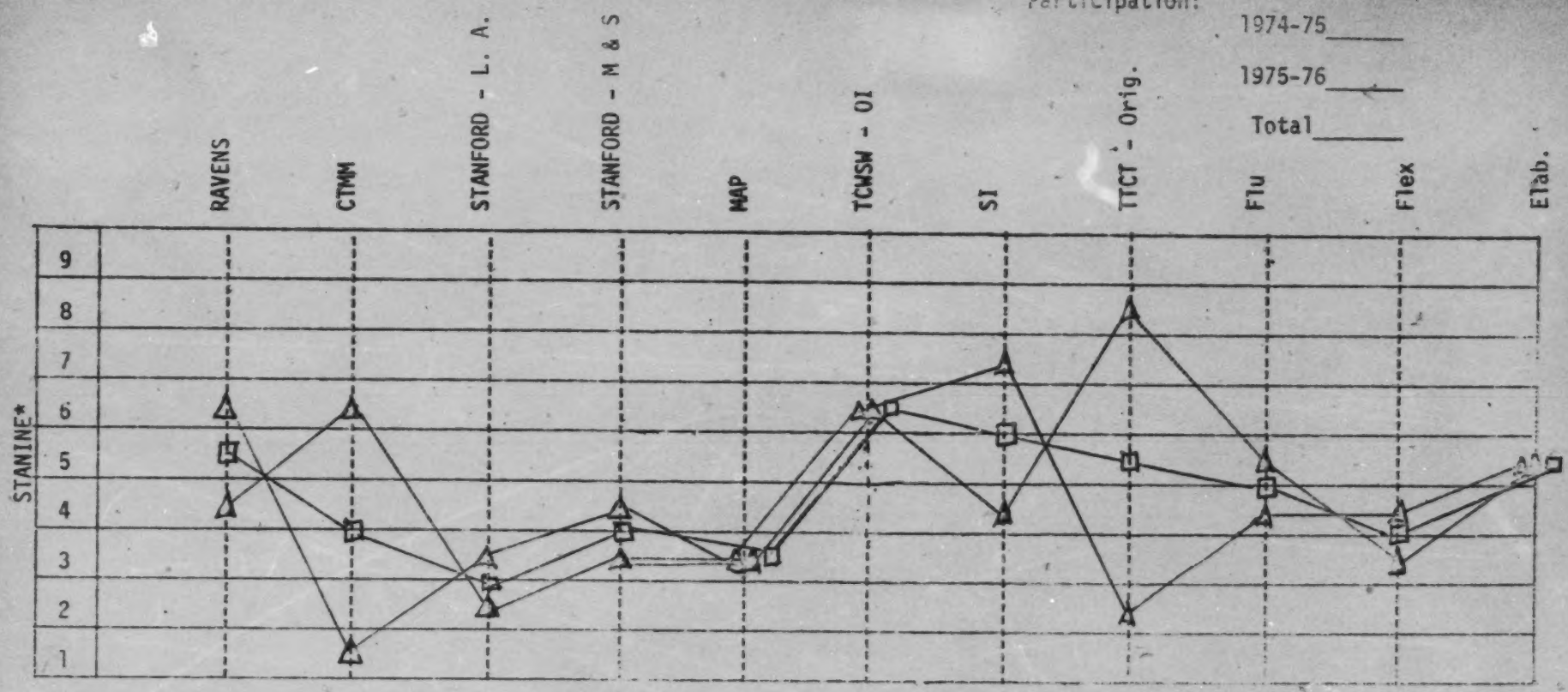


COMMENTS:

Project TAG Individual Profile

NAME [redacted] Age in 1973 11

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1975 ▲——▲ Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

1976 ●——● TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

221

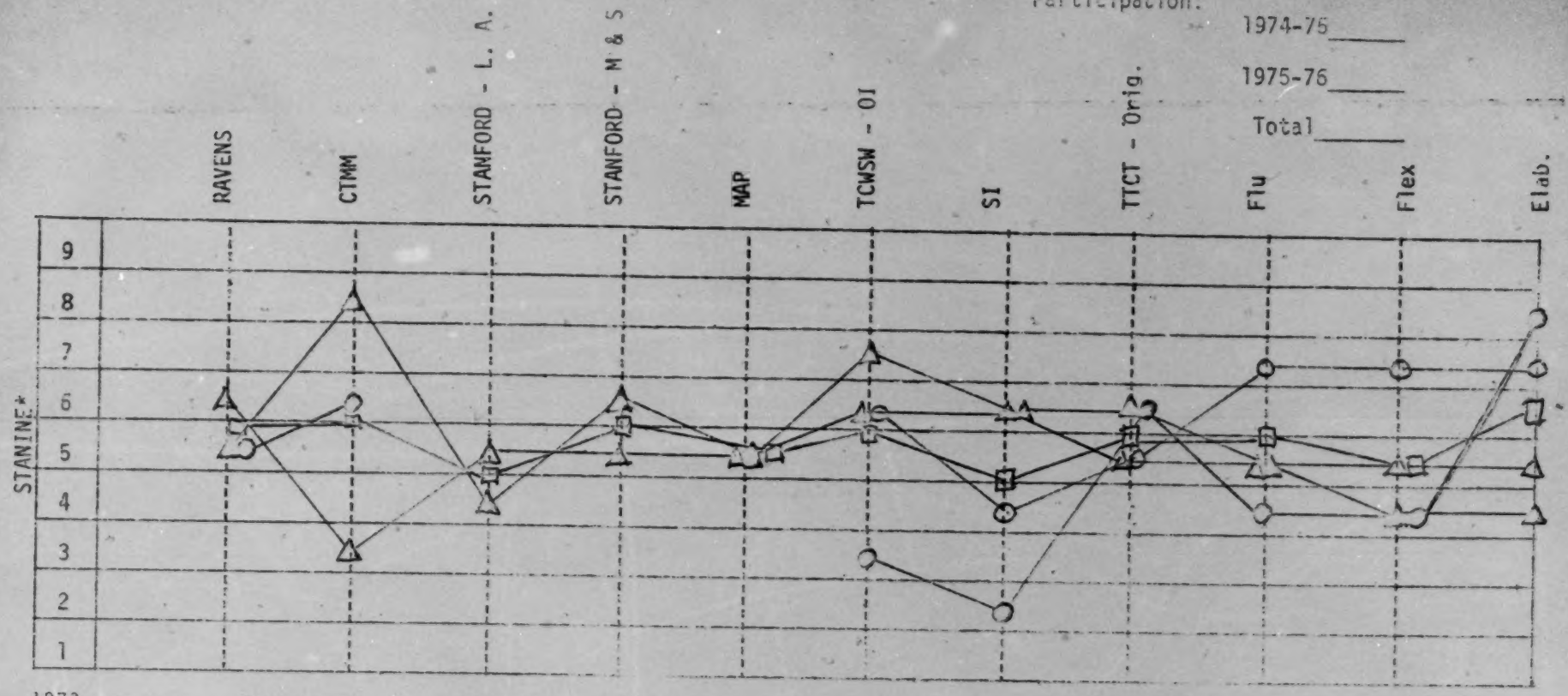
222

COMMENTS:

NAME C5 Project TAG Individual Profile

Age in 1973 11

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

Stanford M & S - Stanford Achievement Test - Math & Science Sections

1975 ▲——▲ MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

1976 ●——● OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population



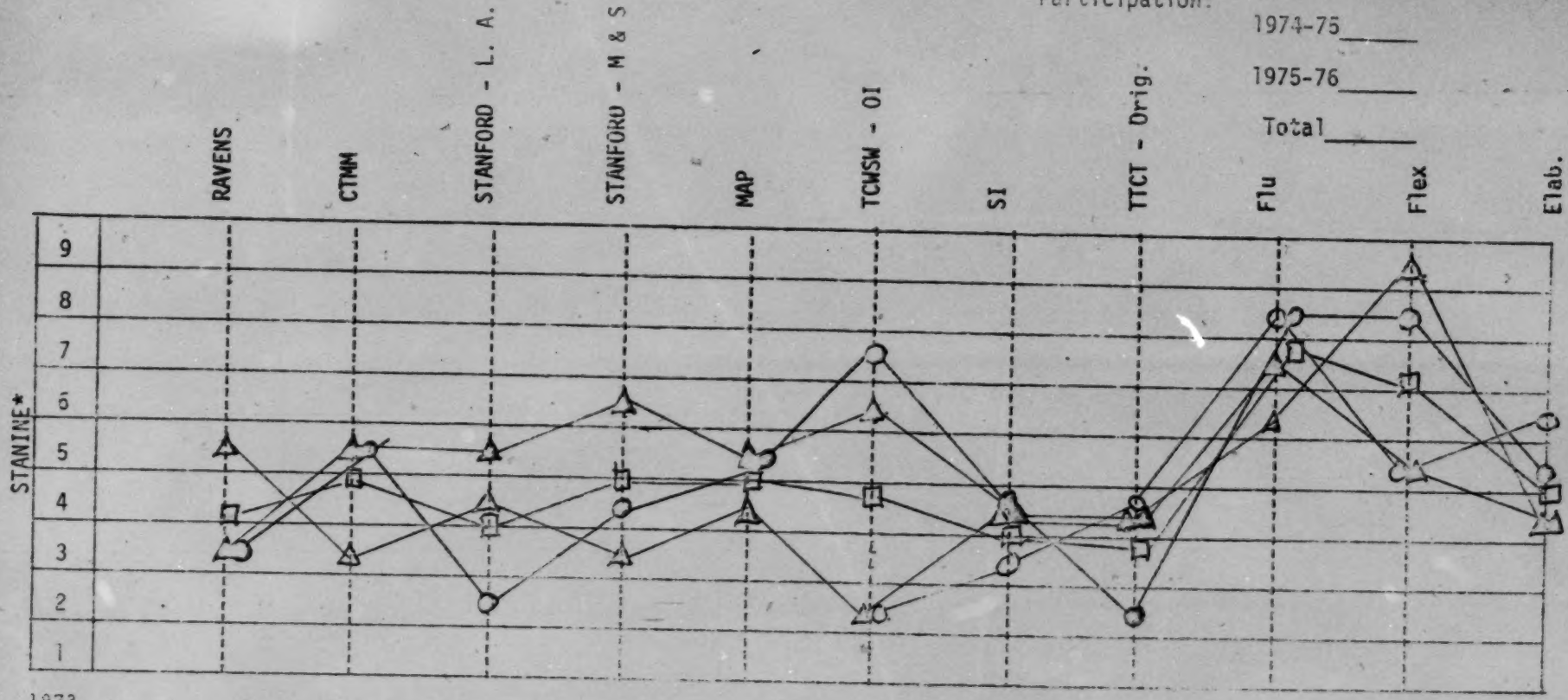
COMMENTS:

NAME Cleb

Project TAG Individual Profile

Age in 1973 11

Number of hours Participation: 1973-74 _____ 1974-75 _____ 1975-76 _____ Total _____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1975 ▲——▲ Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

1976 ●——● TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

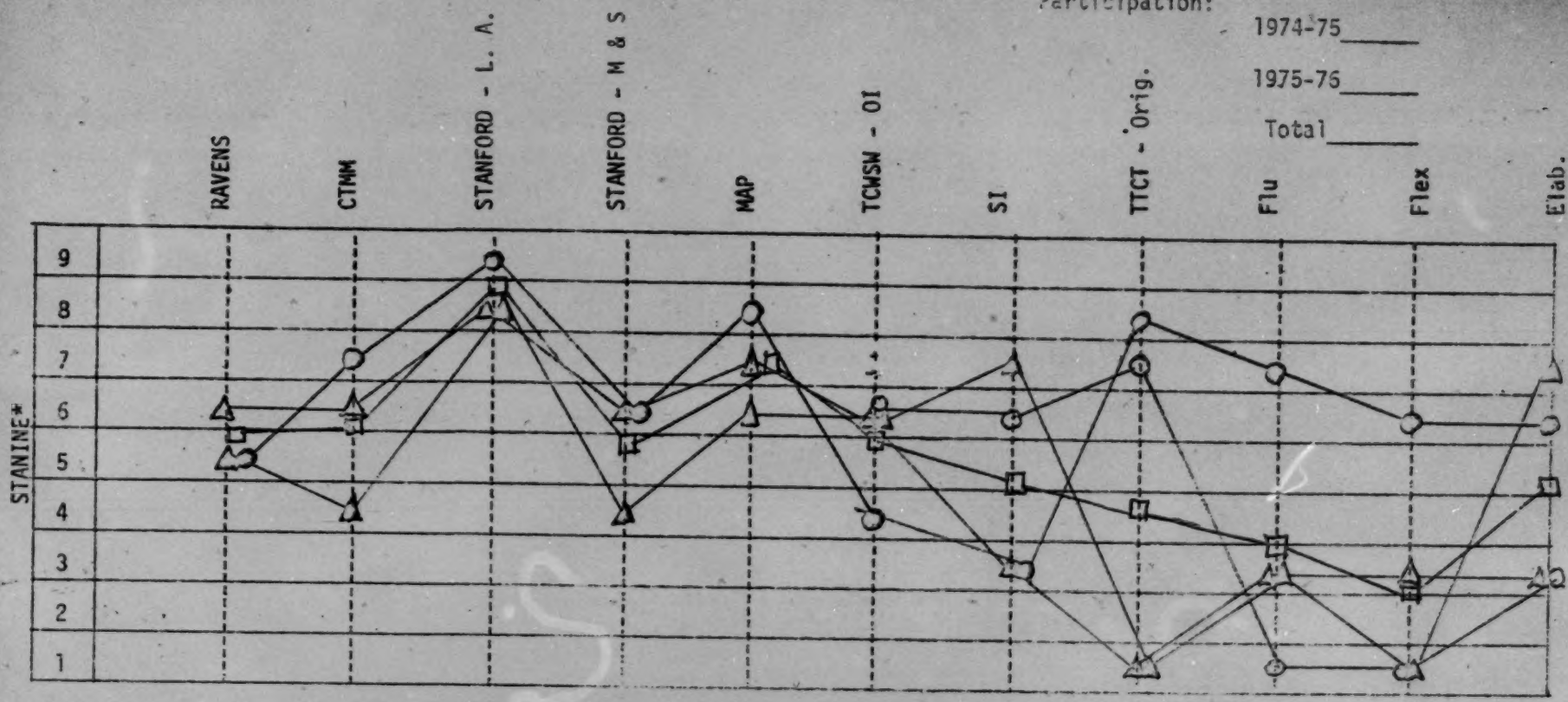


COMMENTS:

NAME C67 Project TAG Individual Profile

Age in 1973 11

Number of hours Participation: 1973-74 _____ 1974-75 _____ 1975-76 _____ Total _____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1975 ▲——▲ Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

1976 ●——● TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

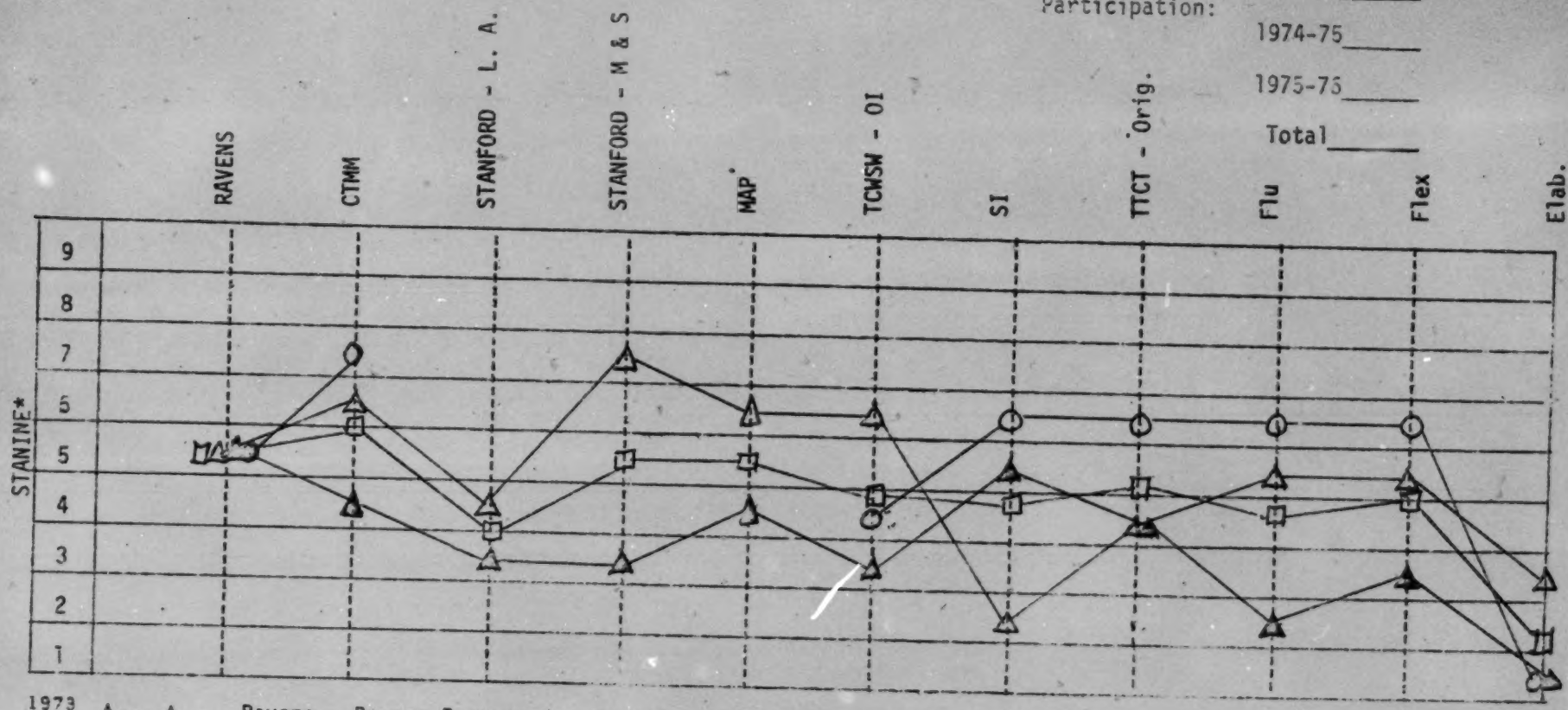
*Stanines based on local gifted population



COMMENTS:

NAME C70 Project TAG Individual Profile Age in 1973 11

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

1975 ▲——▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1976 ●——● Stanford M & S - Stanford Achievement Test - Math & Science Sections

Composite □——□ MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

TTCT - Torrance Test of Creative Thinking, Figural

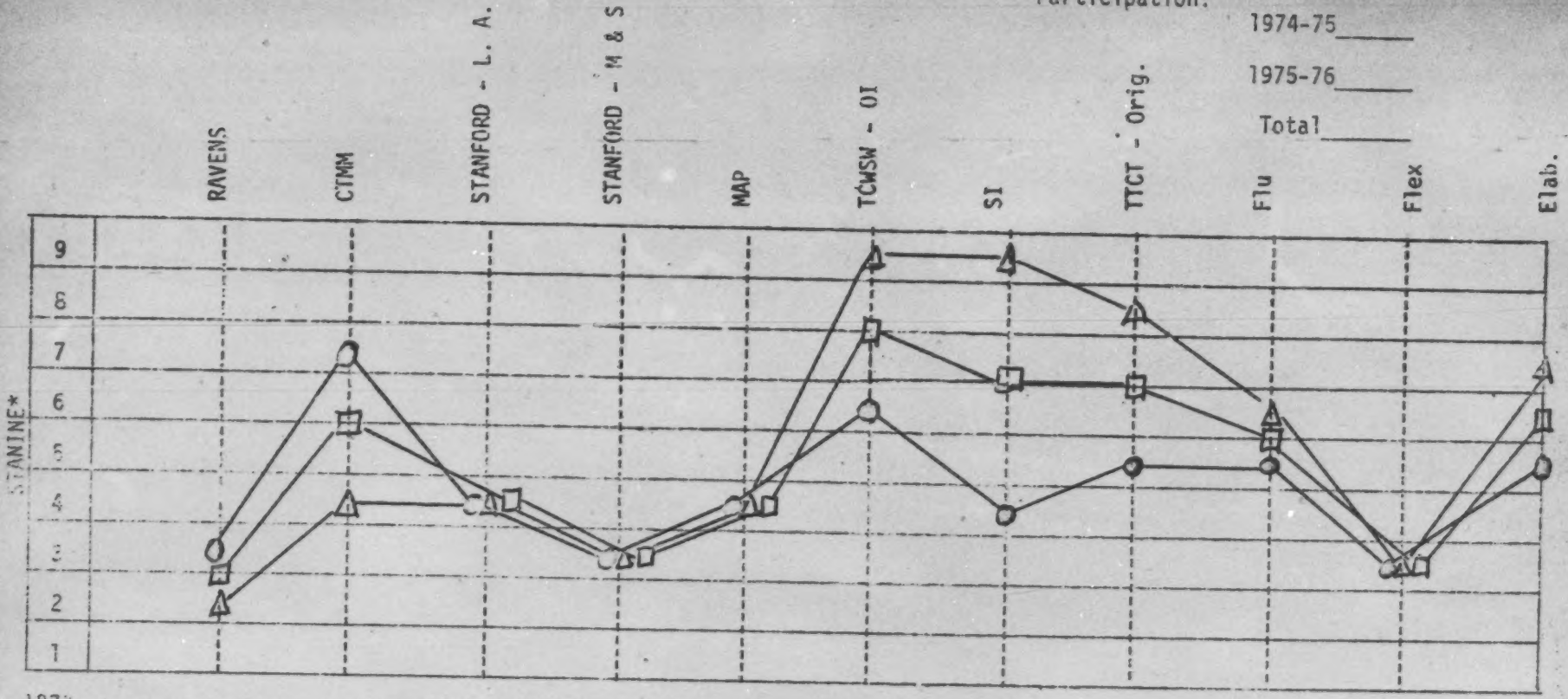
*Stanines based on local gifted population



COMMENTS:

NAME C75 Project TAG Individual Profile Age 197[illegible]

Number of hours 1973-74_____
Participation:
1974-75_____
1975-76_____
Total_____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite ⊏—⊐ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

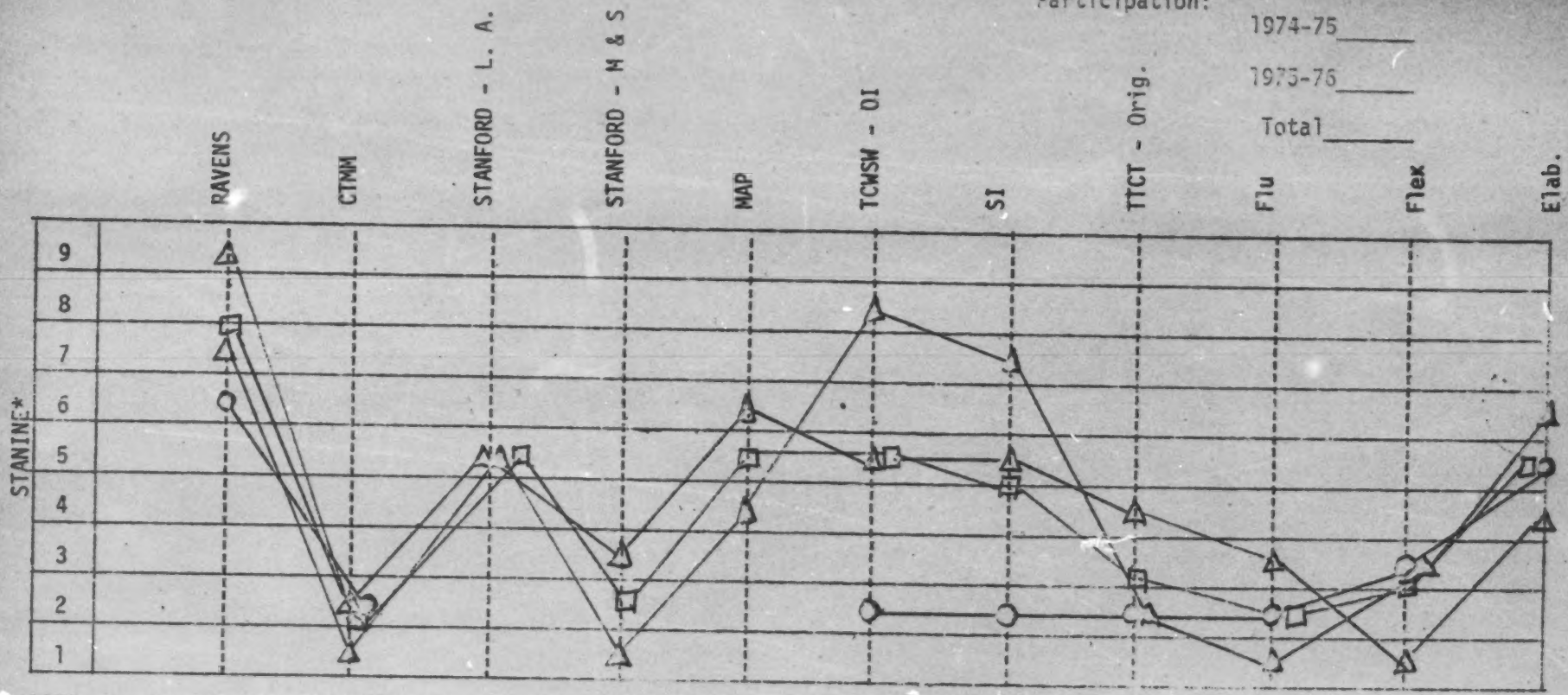
231

232

COMMENTS:

NAME C82 Age in 1973 11

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ
1974 o——o
1975 ▲——▲
1976 ●——●
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

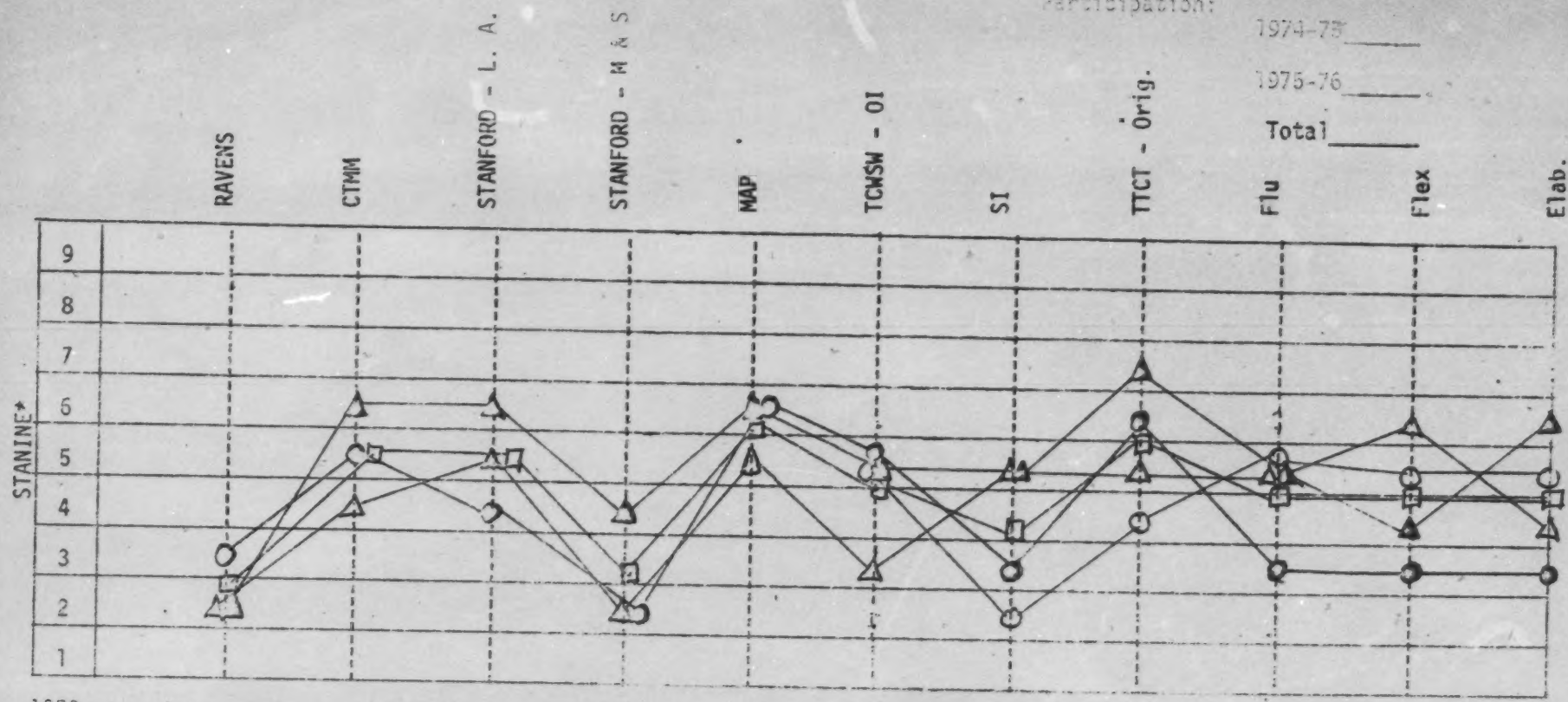
*Stanines based on local gifted population



COMMENTS:

NAME B 70 Project TAG Individual Profile Age in 1973 11

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1976 o——o Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

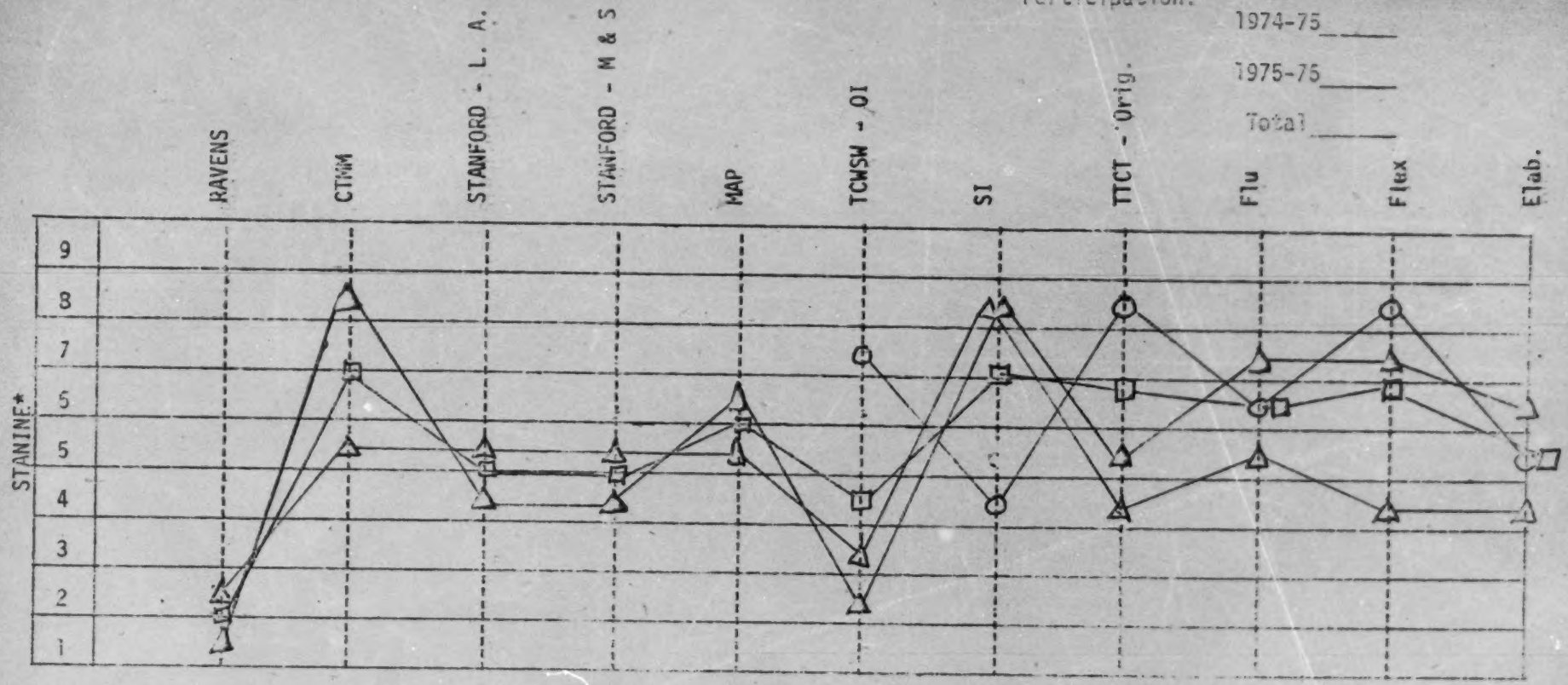
235

COMMENTS:

236

NAME C 90 Project TAG Individual Profile Age in 1973 11

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-75 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1976 o——o Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

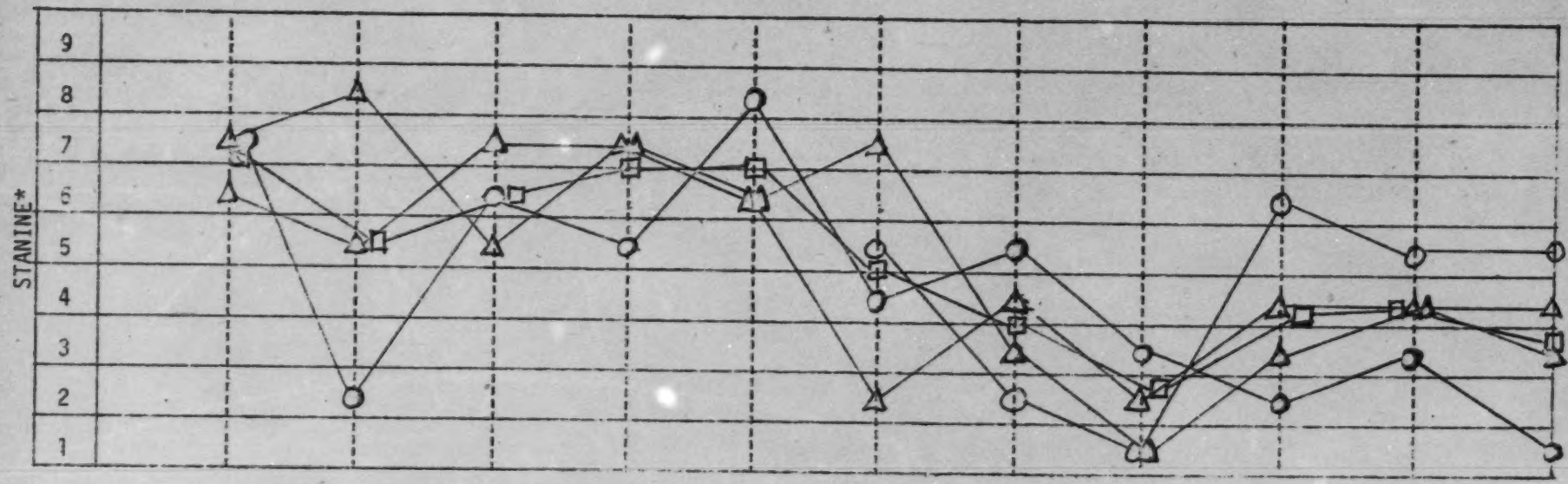
237

238

COMMENTS:

NAME C.92 Age in 1973 11

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1973-76 ____ Total ____




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

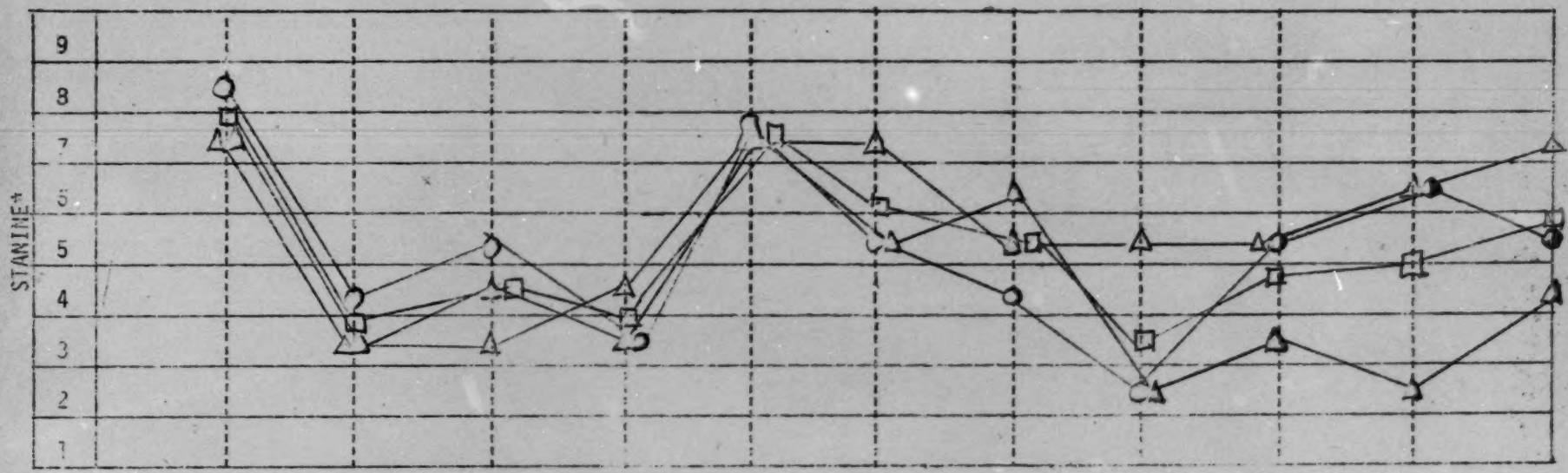


COMMENTS:

NAME [redacted] Age in 1973 11

Project TAG Individual Profile

Number of hours participation: 1973-74 _____ 1974-75 _____ 1975-76 _____ Total _____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

Stanford M & S - Stanford Achievement Test - Math & Science Sections

1975 Δ——Δ MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

1976 o——o OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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241

COMMENTS:

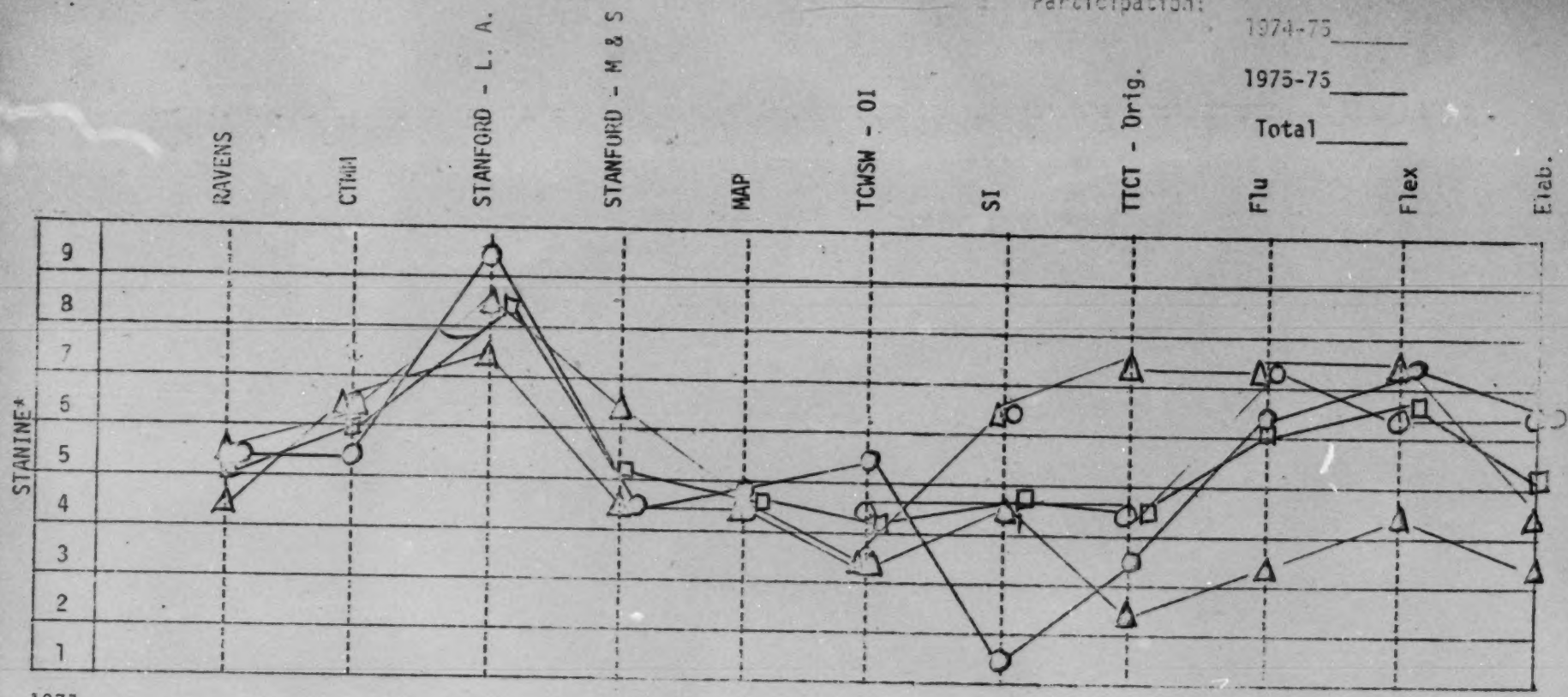
242

NAME C.I

Project TAG Individual Profile

Age in 1973 12

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-75 ____ Total ____




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

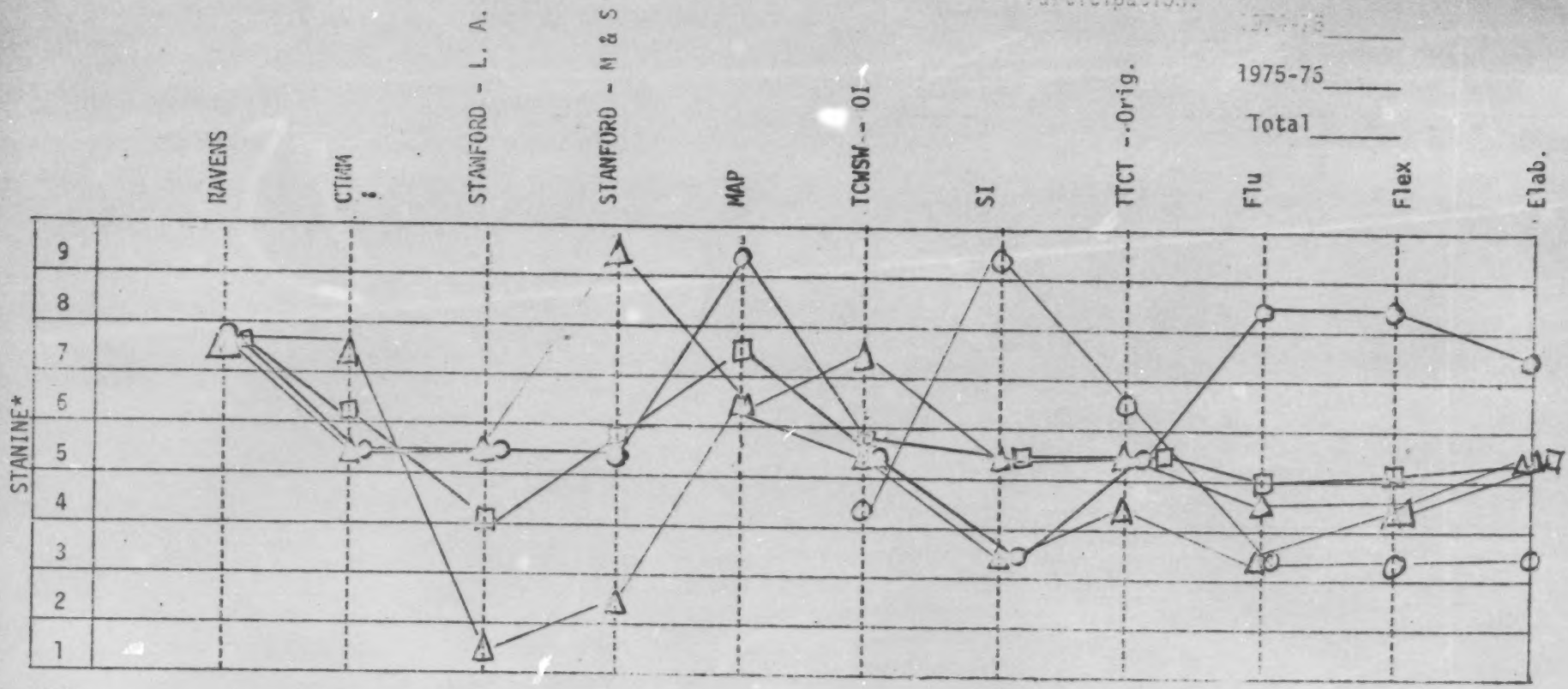
243

241

COMMENTS:

NAME B[illegible] Age in 1973 12

Number of hours Participation: 1973-74 [illegible] 1974-75 [illegible] 1975-76 [illegible] Total [illegible]




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

Stanford M & S - Stanford Achievement Test - Math & Science Sections

1975 Δ——Δ MAP - Musical Aptitude Profile

1976 ●——● TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

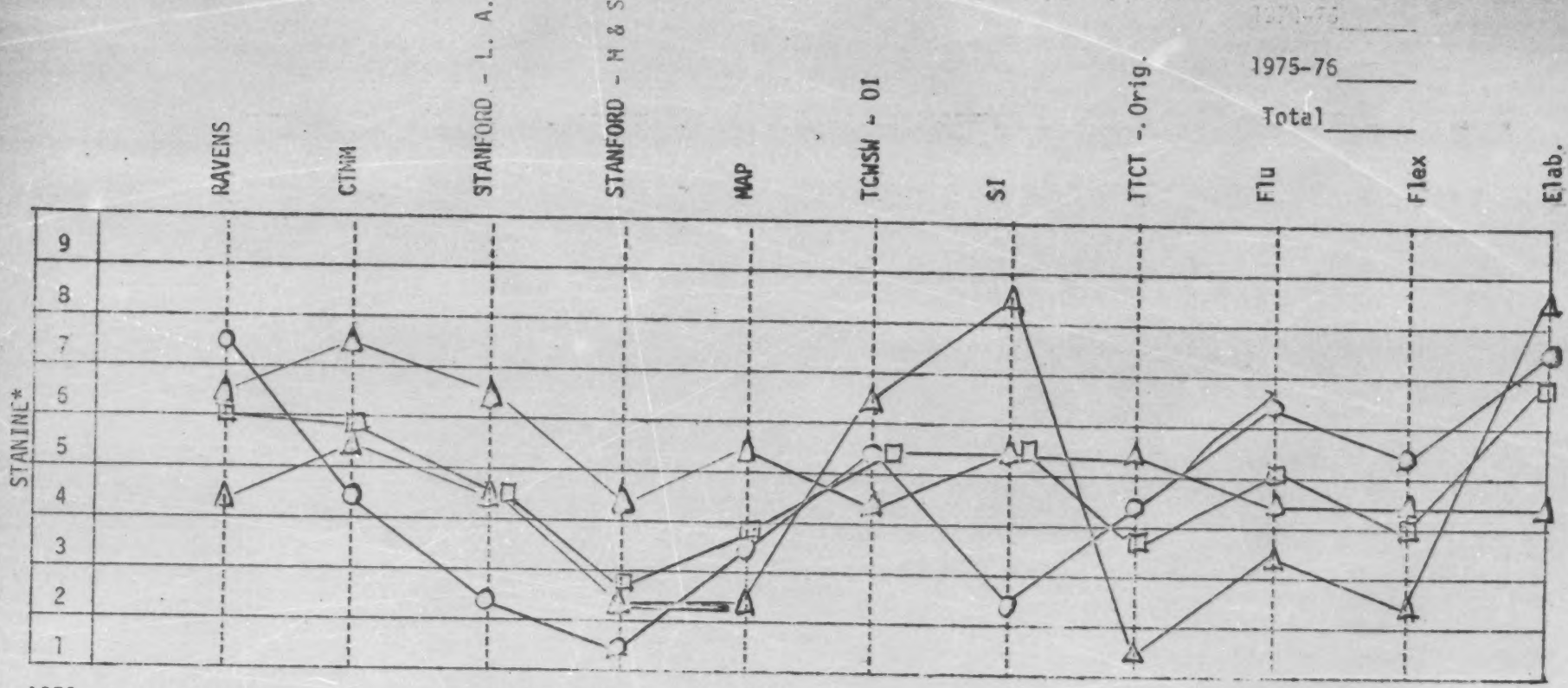




COMMENTS:

NAME C 23 Age in 1973 12

Number of hours Participation: 1973-74 [redacted]
1974-75 [redacted]
1975-76 [redacted]
Total [redacted]




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

247

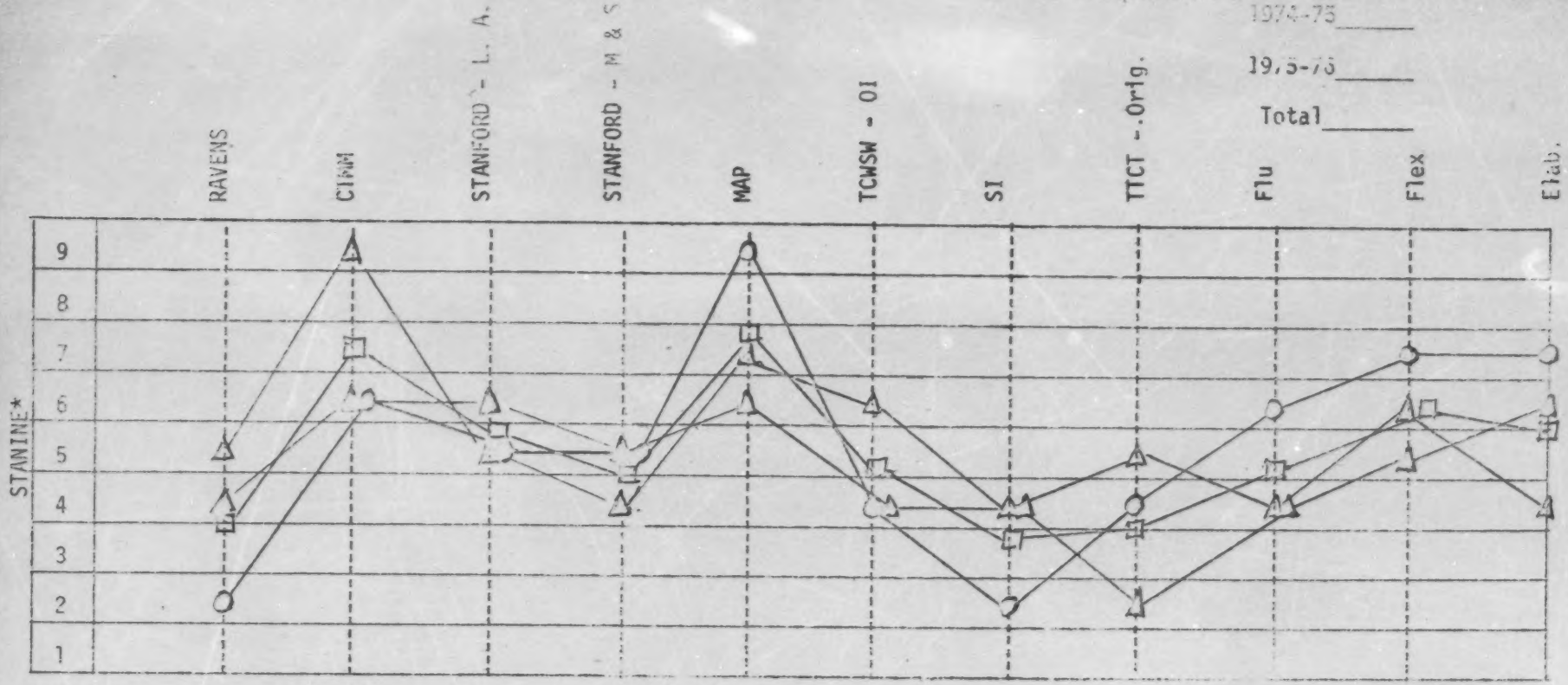
248

COMMENTS:

Project TAG Individual Profile

NAME C35 Age in 1973 12

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

Stanford M & S - Stanford Achievement Test - Math & Science Sections

1975 Δ——Δ MAP - Musical Aptitude Profile

TCWSW - Thinking Creatively With Sounds & Words

1976 o——o OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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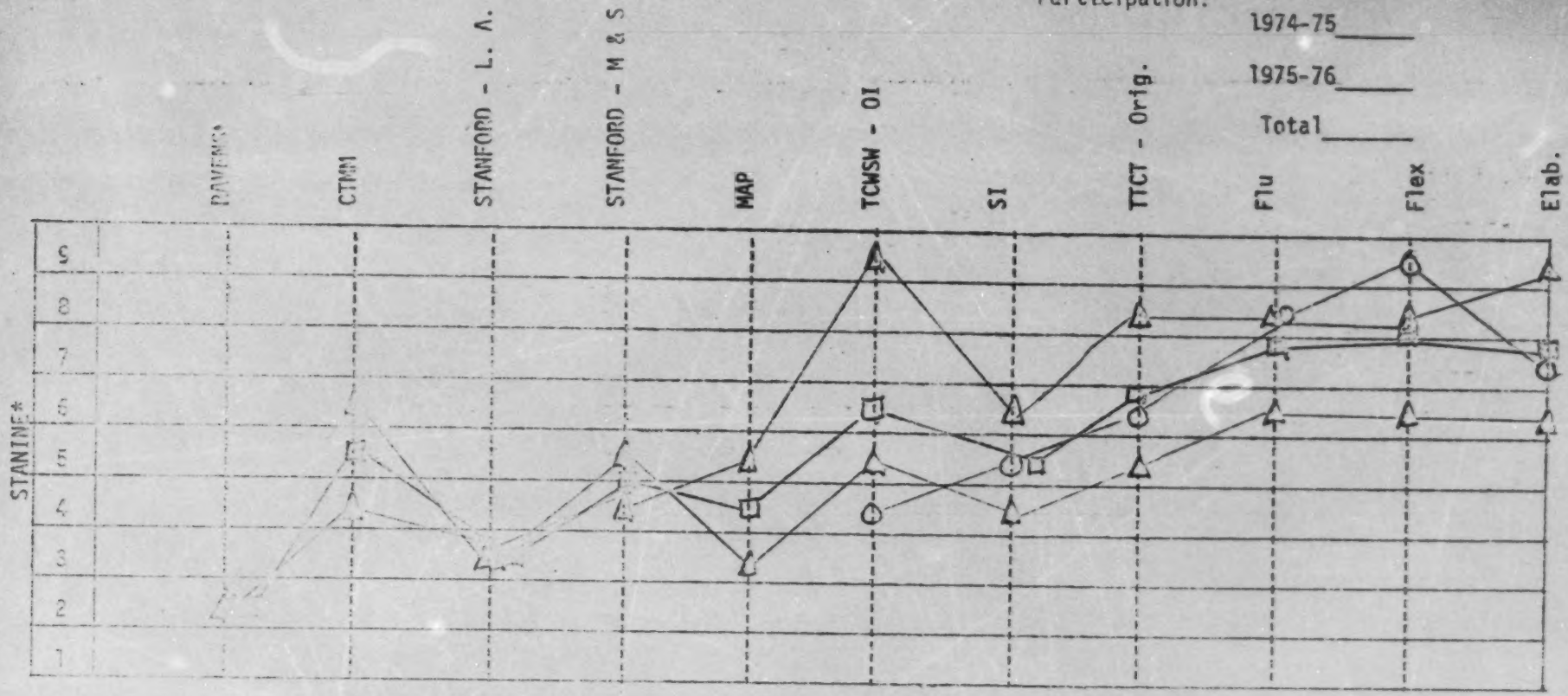
COMMENTS:

NAME [redacted] Project TAG Individual Profile

Age in 1973 12

Number of hours Participation: 1973-74 [redacted]
1974-75 [redacted]
1975-76 [redacted]
Total [redacted]




Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

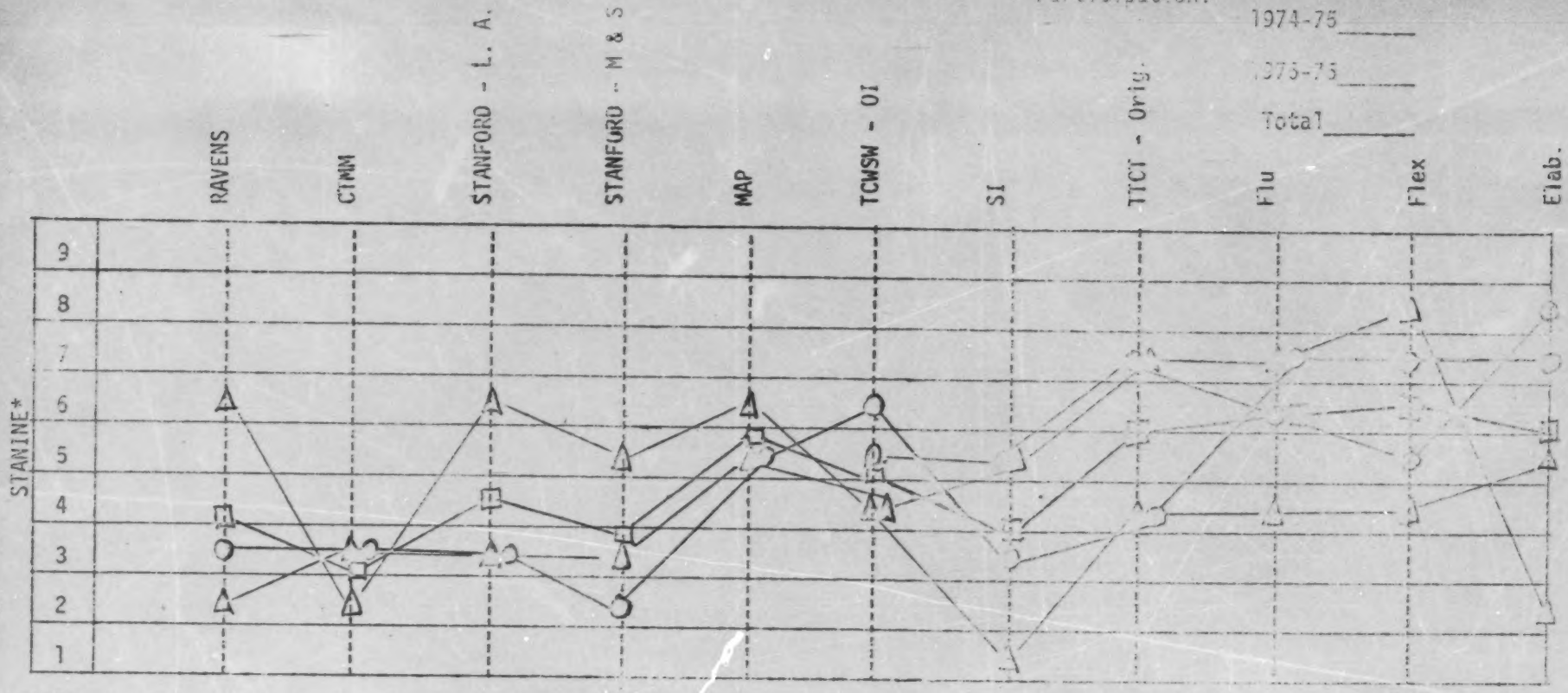




COMMENTS:

NAME C49 Project TAG Individual Profile Age in 1973 12

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Ravens - Ravens Progressive Matrices
1974 CTMM - California Test of Mental Maturity, Short Form
1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1976 Stanford M & S - Stanford Achievement Test - Math & Science Sections
Composite MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population



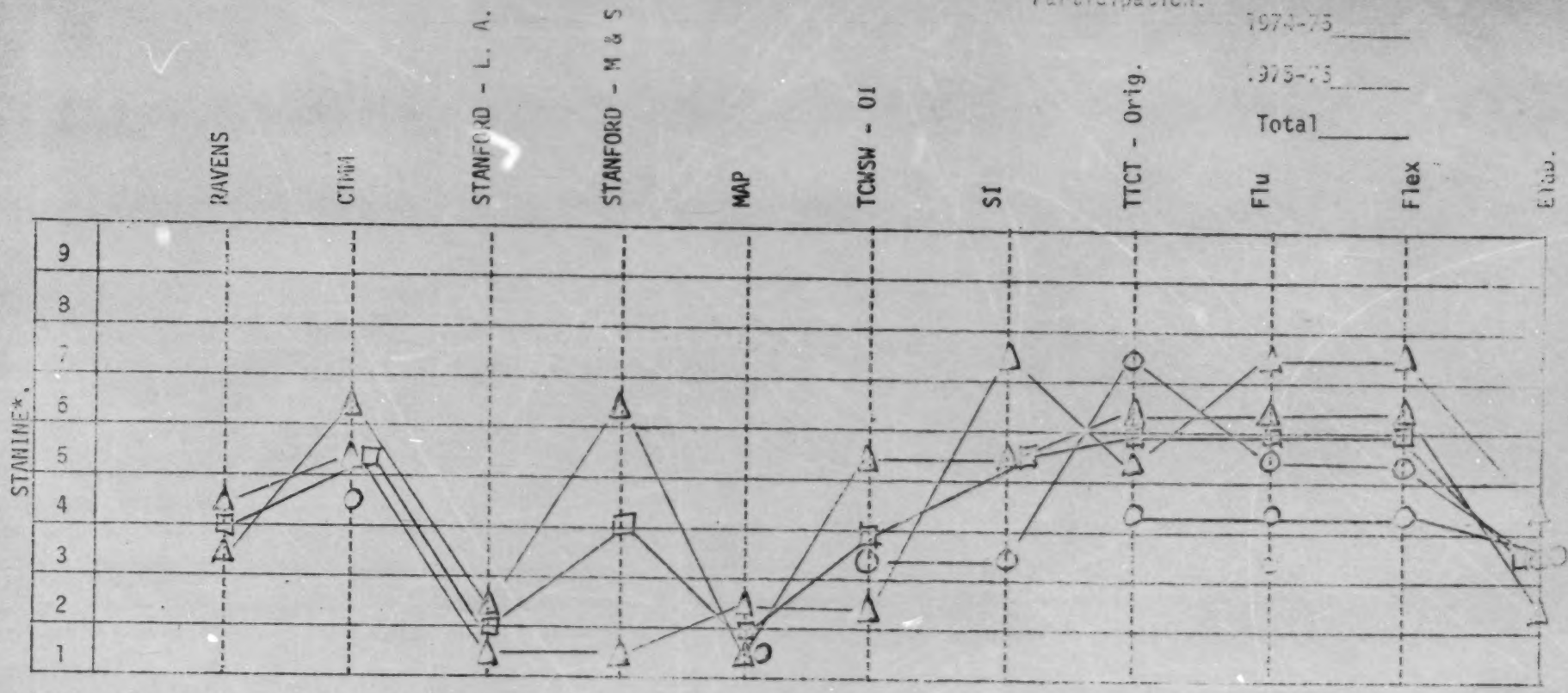


COMMENTS:

Project TAG Individual Profile

NAME C52 Age in 1973 12

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

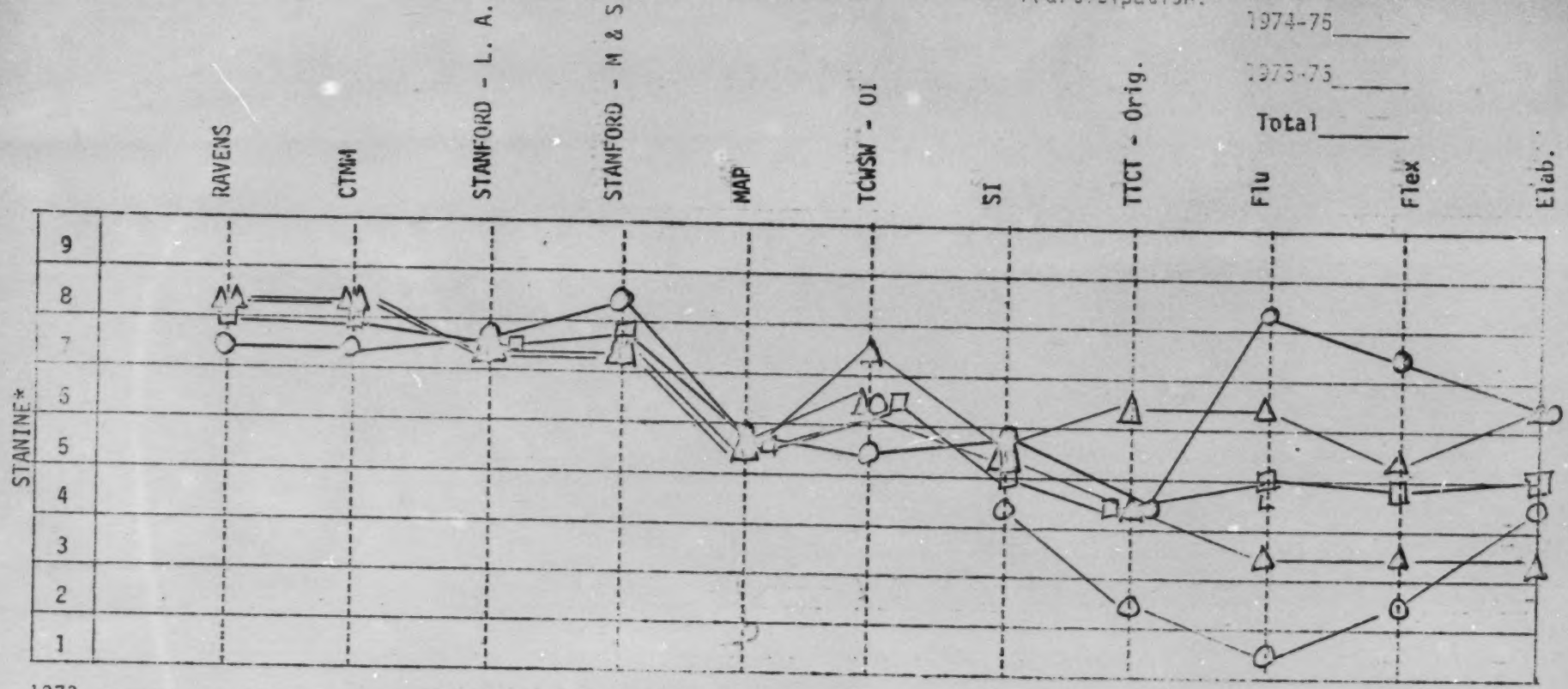
*Stanines based on local gifted population



COMMENTS:

NAME C62 Project TAG Individual Profile Age in 1973 12

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

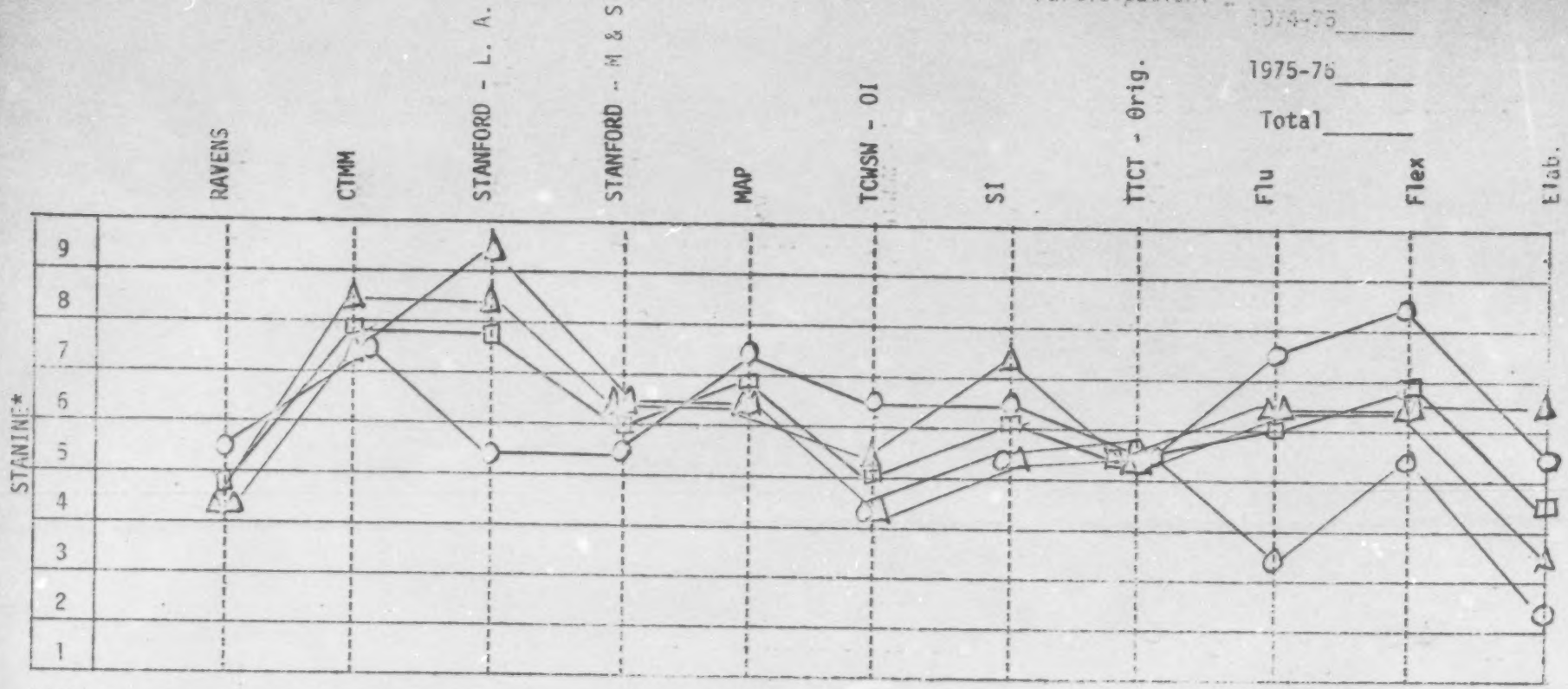
257

258

COMMENTS:

NAME Cb3 Project TAG Individual Profile Age in 1973 12

Number of hours Participation: 1973-74 1974-75 1975-76 Total




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

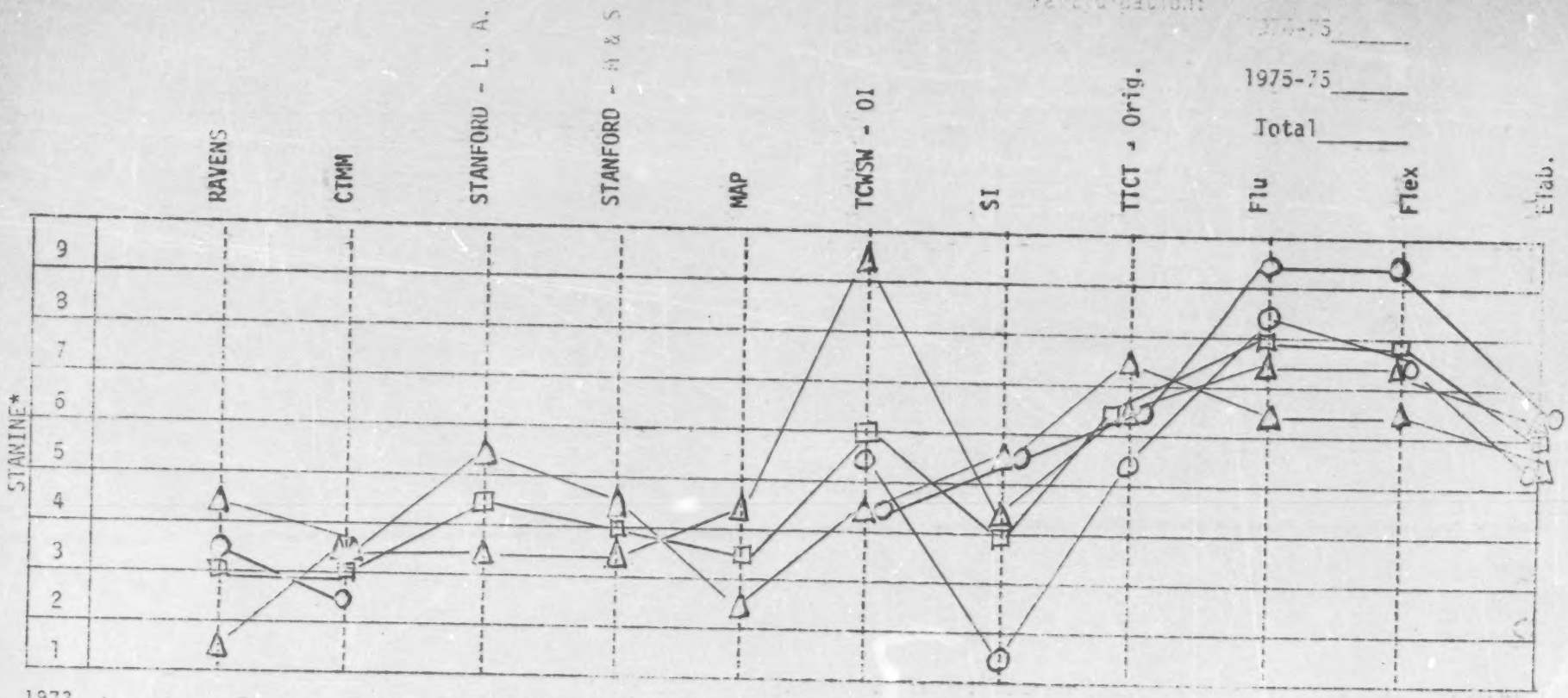
*Stanines based on local gifted population



COMMENTS:

NAME [redacted] Age in 1973 12

Number of hours 1973-74 ____
Participation: 1974-75 ____
1975-76 ____
Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices
1974 o——o CTMM - California Test of Mental Maturity, Short Form
1975 Δ——Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
1976 o——o Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

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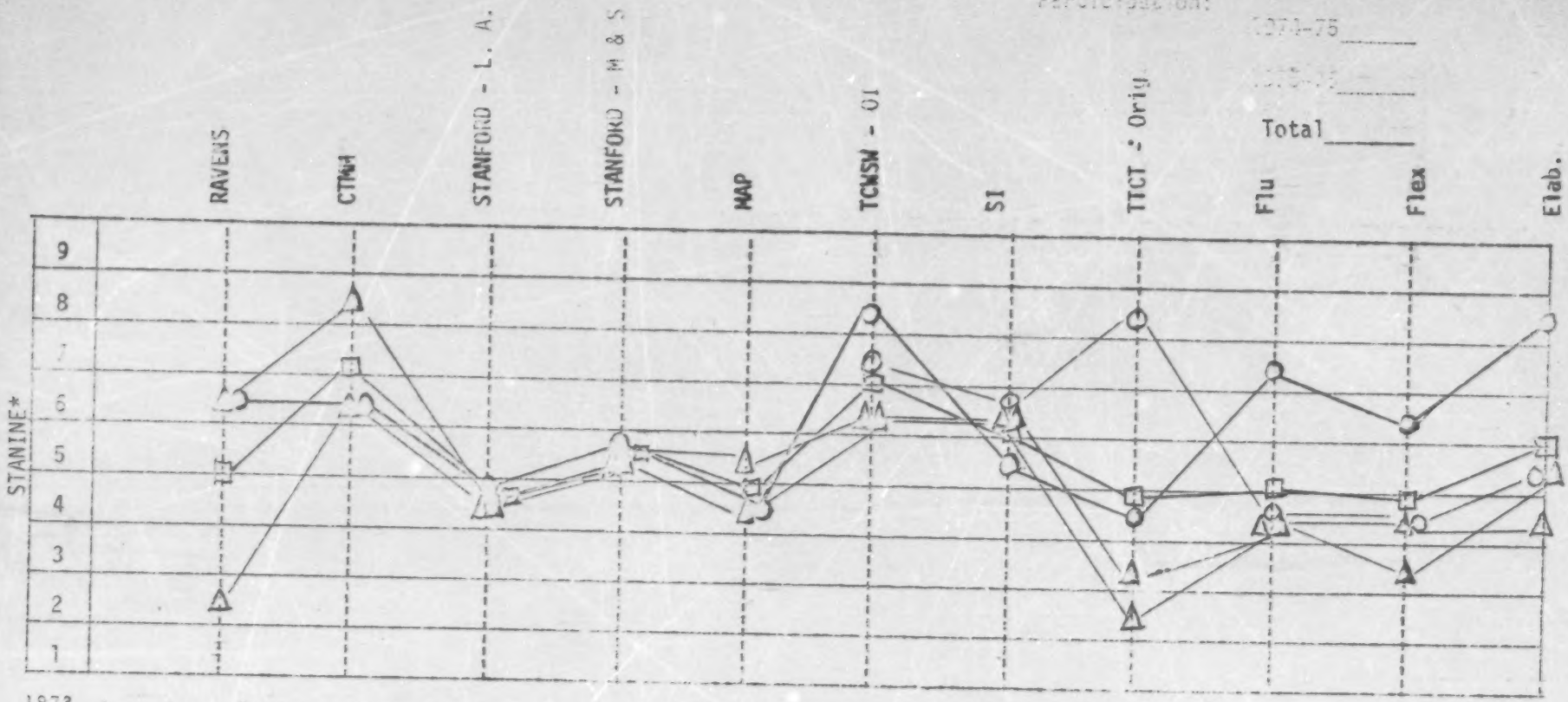
261

COMMENTS:

262

NAME C 79 Project TAG Individual Profile Age in 1973 12

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ
1974 o——o
1975 Δ——Δ
1976 o——o
Composite □——□

Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
OI - Onomatopoeia & Images
SI - Sounds & Images
TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

263

261

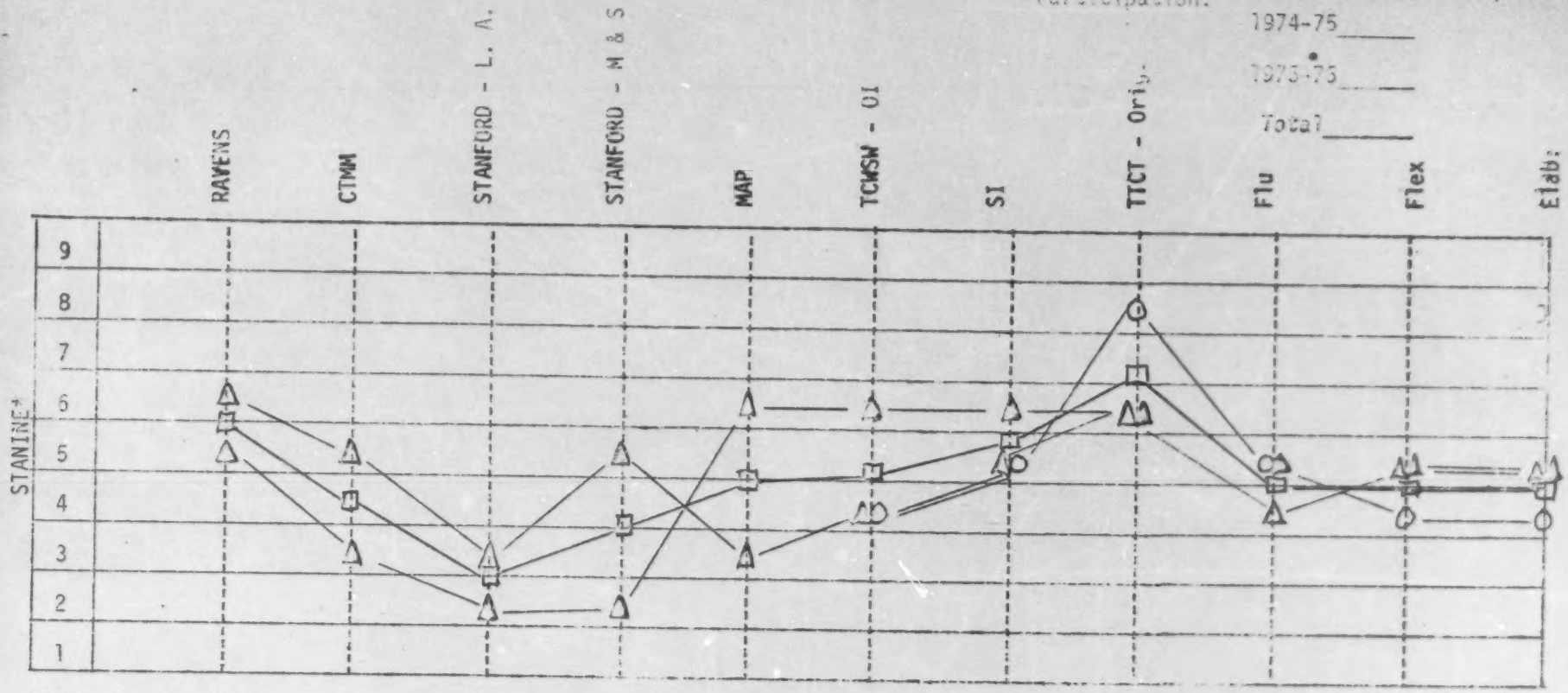
COMMENTS:

NAME CRO

Project TAG Individual Profile

Age in 1973 12

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____




1973 Δ——Δ Ravens - Ravens Progressive Matrices

1974 o——o CTMM - California Test of Mental Maturity, Short Form

Stanford L. A. - Stanford Achievement Test - Language Arts Sections

1975 Δ——Δ Stanford M & S - Stanford Achievement Test - Math & Science Sections

MAP - Musical Aptitude Profile

1976 o——o TCWSW - Thinking Creatively With Sounds & Words

OI - Onomatopoeia & Images

SI - Sounds & Images

Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population

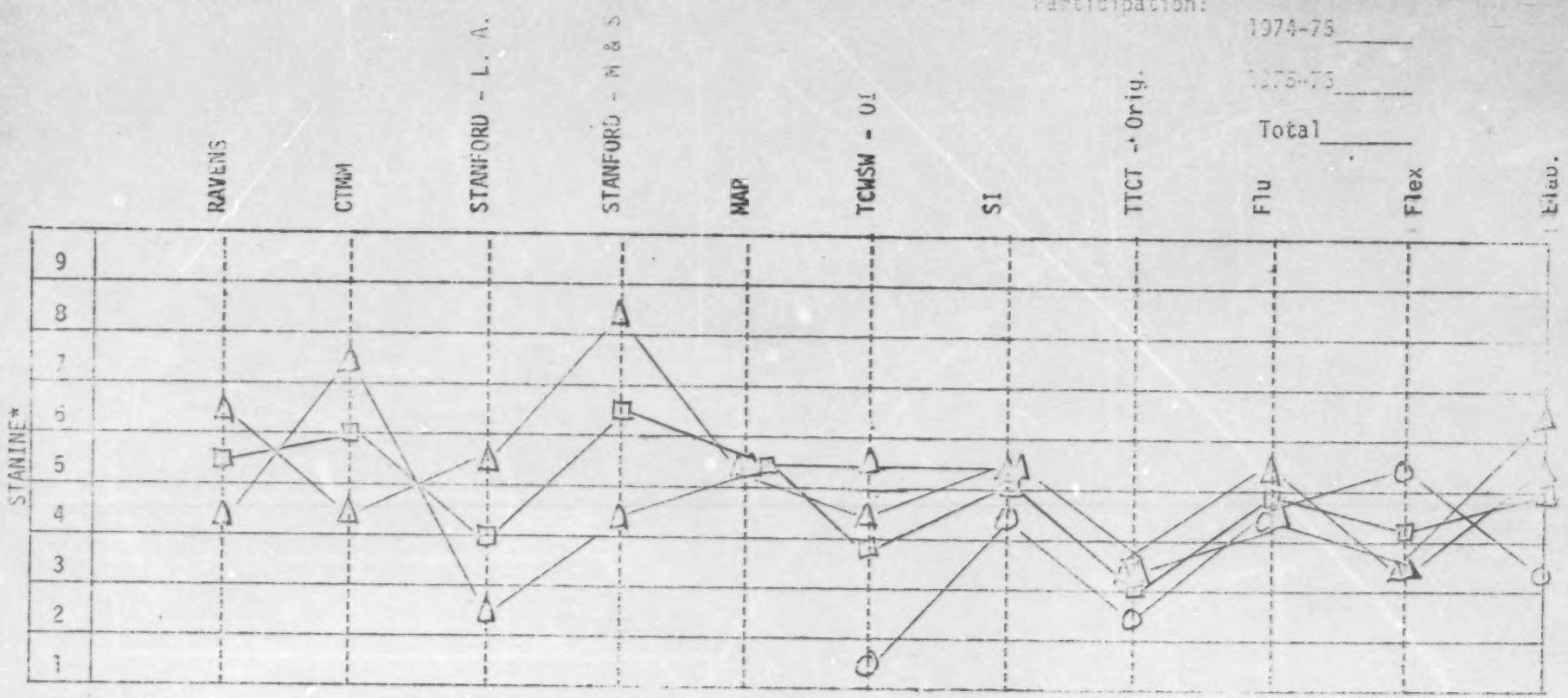




COMMENTS:

NAME C 91 Age in 1973 12

Number of hours Participation: 1973-74 ____ 1974-75 ____ 1975-76 ____ Total ____

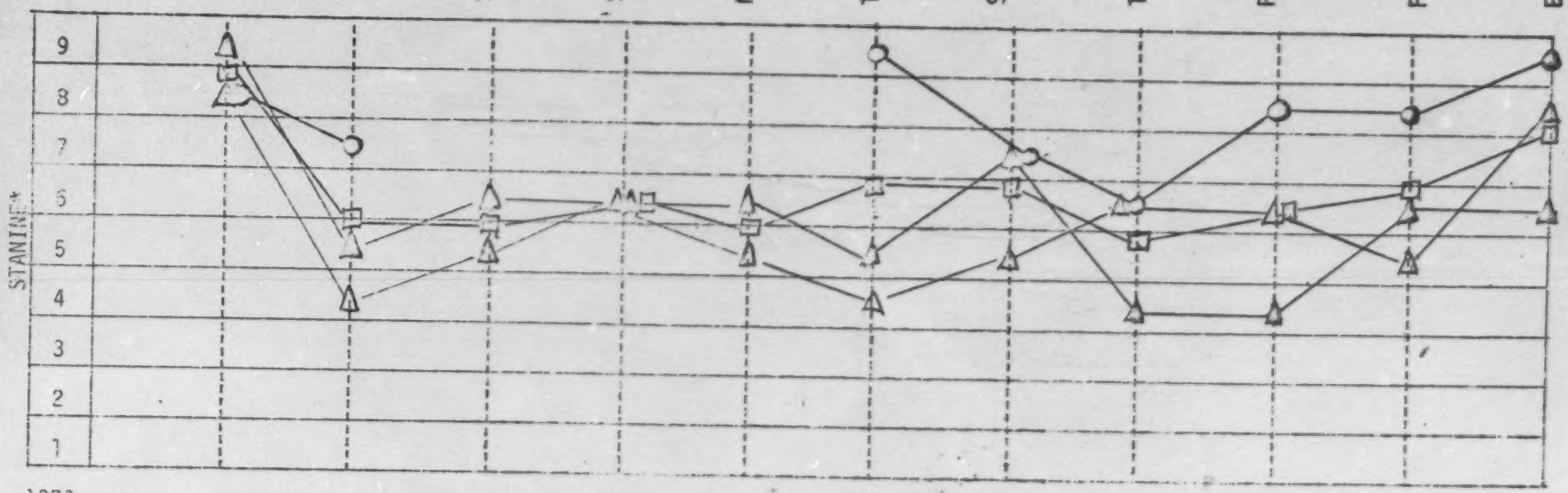



1973 Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 OI - Onomatopoeia & Images
SI - Sounds & Images
Composite TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population



COMMENTS:




1973 Δ——Δ Ravens - Ravens Progressive Matrices
CTMM - California Test of Mental Maturity, Short Form
1974 o——o Stanford L. A. - Stanford Achievement Test - Language Arts Sections
Stanford M & S - Stanford Achievement Test - Math & Science Sections
1975 Δ——Δ MAP - Musical Aptitude Profile
TCWSW - Thinking Creatively With Sounds & Words
1976 o——o OI - Onomatopoeia & Images
SI - Sounds & Images
Composite □——□ TTCT - Torrance Test of Creative Thinking, Figural

*Stanines based on local gifted population





COMMENTS:

APPENDIX 2

Paper Prepared for the 21st Annual Convention of the National Association for Gifted Children, St. Louis, Missouri, 14th February, 1974.

# ATTITUDES OF WEST VIRGINIA PRINCIPALS TOWARD GIFTED CHILD EDUCATION

MARY SPANIOL GLASS

Region II PACE Center of West Virginia

It was the purpose of this study to obtain a census of attitudes toward gifted child education as expressed by the principals of Region II of West Virginia having students in the 10-12 year age range. A sample survey of the attitudes of principals from other regions of West Virginia was made with respect to the education of the gifted child. A comparison was also made of the attitudes of those principals who did not refer students to Project Talented and Gifted (an ESEA Title III project serving Region II) with: (1) those principals who referred students initially to the program, and (2) those who referred students after two letters of inquiry and personal contact. Comparisons were also made of the attitudes of the principals in Region II with those of the entire state of West Virginia.

Studies (Fox, 1971; Marland, 1971; Merrit, 1972; Raph, Goldberg, and Passow, 1966; Torrance, 1962) have indicated that the gifted are a disadvantaged group for they are often denied a challenging and meaningful education which can lead to boredom, school dropouts, psychological and discipline problems, and a tremendous waste of potential.

There are some who feel that differential provisions for the gifted are undemocratic, but this would also deny existence for all special education programs. Furthermore, the County of Los Angeles Superior Court

ruled (Case 822854) that every child should have the opportunity to learn to the best of his or her ability--the gifted child included.

How is the need for special education being met? Twenty-two states have legislation to provide services for the talented and gifted, but many of these represent mere intent (Marland, 1971). A survey (The State Survey) by the Office of Education revealed that only 24 states employed a staff member with a major responsibility toward the gifted. Of these, only 10 devoted 50% or more of their time to this program. Of 27 school systems chosen from a national sample for their model programs in providing for the exceptional learning needs of children, only five had programs for the gifted (Marland, 1971). NEA (NEA Research, 1973) polled a representative sample of the nation's teachers in 1961 and 1972, asking their opinion in the emphasis of education for the gifted, the average, and the slow learner. In 1961, 47.1% of the teachers felt there was too little emphasis on the gifted; in 1972, the figure was 46.5%, a relatively small change.

To determine the standing of gifted child education a survey (A Survey of Leadership in Education of Gifted and Talented Children and Youth, 1971) was made of 239 experts in the field; the majority of these experts said that pupil personnel workers were not equipped to work with the gifted. Eighty-five per cent suggested they be given added preparation, especially regarding gifted children and their needs. Only 3% of these experts felt that pupil personnel workers show positive attitudes toward the gifted, 22% of them described negative attitudes, apathy or other concerns toward the gifted. Nearly all of them recognized the need for inservice programs on the gifted for school administrators, for it is the administrators who influence teaching by their attitudes and decisions.

What are the attitudes of these administrators? In a nationwide survey (School Staffing Survey, 1970) made by the U.S. Office of Education 57.5% of the school administrators reporting stated that they had no gifted pupils in their schools. Statistically this is relatively improbable. However, according to a study made by the U.S. Commission of Education (Marland, 1971), one of the conclusions drawn was that the identification of the gifted was hampered not only by costs of testing, but also by the indifferences and even hostility among teachers, administrators, guidance counselors, and psychologists.

The West Virginia legislature (Smith, 1969) has passed a bill requiring that programs be instituted in the county school systems that will provide for the needs of exceptional children by July 1, 1974. It is a fact that principals have a great influence over the educational programs in their schools. In order to institute effective programs for gifted and talented students, it is necessary to have administrative support.

## METHOD

The subjects chosen to be questioned were all 188 principals of schools containing students in the 10-12 year age range in Region II of West Virginia (Cabell, Lincoln, Logan, Mason, Mingo, and Wayne Counties). Also questioned were 85 principals selected at random from other regions of West Virginia. The subjects for this study were classified into five groups. Those principals who submitted no referrals to Project Talented and Gifted (an ESEA Title III project designed to give enrichment to gifted students in Region II) served as Group I. Group II was composed of those who submitted the initial referrals, and Group III consisted of those who submitted referrals

after two letters of inquiry and personal contact. Group IV consisted of the sum of Groups I, II, and III, and thus represented the sum of principals of Region II. Group V contained a random selection of principals from other regions of West Virginia. Identification of the group of the respondent was made by examining the title of the returned questionnaire, for the word "questionnaire" was typed in a different manner for each group. Because of this method and because the respondent could remain annonymous, he should have felt free to convey his actual feelings.

A questionnaire was prepared that consisted of eight statements that might be representative of some attitudes toward gifted child education as held by principals. These statements were: (1) I would like to see a full-time regional school for the gifted child; (2) I would prefer a regional school that would give enrichment and supplementary instruction for the gifted on a part-time basis; (3) I would prefer assistance in giving individualized instruction within the school, thus providing for the needs of the gifted child; (4) I believe we are already adequately providing for the needs of the gifted child within the classroom; (5) I do not believe in giving special treatment in any form for the gifted child; (6) Gifted children do not need extra help; they have the ability to get it on their own; (7) This does not apply to my situation; we have no gifted children in our school; and (8) I would like to have an inservice program on the gifted child and his needs. Subjects were to check those statements that applied to them. A place was provided for comments beside each question, as well as a place for general comments. No identification of subjects was to be made on the response sheet.

Returned questionnaires were tallied according to the number of responses to each statement for each group of principals. Percentages of responses

and the percentage not returning the questionnaire were calculated. The $\chi^2$ test of independence was used to test the data, and the .05 level of significance was adopted.

## RESULTS AND DISCUSSION

The number of questionnaires returned was 156, representing 60.8% of those mailed. The number of returns from principals referring no students to Project Talented and Gifted (Group I) was 68; the number from principals giving the initial referrals (Group II) was 23; and the number from principals referring students after two letters of inquiry and personal contact (Group III) was 17. The number of returned questionnaires from the randomly selected principals from other regions of West Virginia was 58.

When Groups I, II, and III (all principals of Region II having students in the 10-12 age bracket) were asked to mark any applicable statements on the questionnaire, the number and percentage for each group were as follows; (1) prefer full-time school for the gifted (Group I: 21 or 30.9%; Group II: 5 or 21.7%; Group III: 4 or 23.5%); (2) prefer part-time regional school for the gifted (Group I: 21 or 30.9%; Group II: 9 or 39.1%; Group III: 4 or 23.5%); and (3) prefer assistance in giving individualized instruction within the regular school (Group I: 41 or 60.3%; Group II: 13 or 56.5%; Group III: 11 or 64.7%). (See TABLE I).

Insert TABLE I about here

No significant differences were found in the way these three groups marked these statements. The combined responses for Region II principals on these three statements were question (1) 30 or 27.8%; (2) 34 or 31.5%; (3) 65 or 60.2%; as compared with responses from principals from other

regions of (1) 14 or 24.1%; (2) 19 or 32.8%; and (3) 34 or 58.6%. No significant difference was found in the responses of Region II principals as compared with those from other regions.

These same three questions were analyzed in yet another way (TABLE II).

Insert TABLE II about here

While the previous analysis included all responses marked by the respondents, this analysis tallied (1) all responses which indicated a preference for either a full-time or part-time regional school but no preference for individualized instruction; (2) all responses indicating a preference for individualized instruction, but no desire for a regional school; and (3) all responses indicating that either or both a regional school and/or individualized instruction would be preferable. Responses from Region II were (1) 34 or 34.3%; (2) 43 or 39.8%; and (3) 22 or 20.4%; those from the rest of West Virginia were (1) 22 or 37.9%; (2) 24 or 41.4%; and (3) 8 or 13.8%. No significant difference was found in the responses of principals in or out of the region for any of the three questions. No significant difference was found in the number of principals who preferred a regional school and those who preferred assistance in providing individualized instruction in meeting the needs of the gifted child. (This is true for both Region II and the rest of West Virginia). However, as ascertained from comments made on the questionnaires, many principals had strong feelings on this question.

Some of the opinions expressed by principals desiring a regional school included: A regional school would provide stimulation for gifted students; it would provide motivational factors; and it would provide special help for gifted students without hurting or neglecting the non-gifted students.

The sentiment was also expressed that if special schools were provided for the retarded and handicapped, in all fairness they should be provided for the gifted as well.

Many principals advocating individualized instruction within the classroom expressed the opinion that students should not be segregated from each other - that they need contact with other groups of children, to fulfill their social needs and the need to share experiences. Some felt that a special school would focus undue attention on certain pupils and thus create certain problems. Many felt that the lack of adequate transportation and the distances involved would make a regional school unfeasible.

Some principals marked that either or both a regional school and individualized instruction would be desirable. They expressed a variety of reasons. Some felt that any help in the education of the gifted would be better than none. Some expressed a fear that the difficulties in transportation would prohibit some gifted students from taking advantage of a regional school, and thus individualized instruction would be helpful to them. The opinion was also expressed that a combination of both the regional school and individualized instruction could provide good follow-up of enrichment activities.

As shown by the response to questions 4 to 6 (TABLE I), few principals believed that the needs of the gifted child are already being met in the classroom (Region II: 2 or 3.9%; other regions: 3 or 5.2%). All principals apparently believed in special treatment for the gifted, and only one principal expressed the belief that gifted children do not need extra help. Therefore, the concensus of opinion was that gifted children needed and deserved extra help and that their needs were not currently being met in West Virginia.

In question 7, 12 or 17.6% of Group I principals reported that they had no gifted children in their schools, while those of Groups II and III reported 1 or 4.4% and 0 or 0.0% respectively ($x = 6.3$, $df = 2$, $p < .05$). Since no referrals were made by Group I, one may have expected a higher number of this group to report they had no gifted children. However, apparently 82.4% of these principals did have gifted students in their schools. Since the attitudes of the three groups indicated by the questionnaire showed no significant differences in all other respects, one may conclude that the questionnaire failed to discover why these principals with gifted children did not recommend them. No significant difference was found in the number of principals who said they had no gifted children in their schools in the region (13 or 12%) and outside the region (4 or 6.9%). These appear to be more realistic figures than the one obtained in 1970 by the nationwide survey conducted by the U.S. Office of Education where 57.5% of the school administrators stated they had no gifted children in their schools.

Those expressing a desire for a teacher or principal inservice program on the gifted child (question 8) included Groups I (36 or 52.9%), II (16 or 69.6%0, and III (11 or 64.7%). However, there was no significant difference among the responses made by the three groups. Collectively 63 or 58.3% of the principals of Region II desired an inservice program as compared with 23 or 39.7% of the principals from other regions. The beginning of a federal project in 1973 for the gifted child in Region II (Project Talented and Gifted) may well have spurred both an interest and a need for knowledge in the identification and education of the gifted child in the principals of that region. It appeared that about half of the principals of West Virginia felt the need for inservice programs or the gifted, a need that has been recognized by experts on the gifted at the national level.

In summary, one can note that principals of West Virginia definitely feel that the gifted child both needs and deserves extra help in school and that the needs are not currently being met in the classrooms. Principals are about evenly divided on whether or not these needs should be met within the classroom or in a regional school. Those desiring a regional school are divided about equally in whether they prefer a part-time or a full-time school. About half of the principals expressed a desire for inservice training on the gifted child, and many added comments that they were glad that some attention was now being placed on the education of the gifted child.

It was heartening to note that the principals of West Virginia indicated positive attitudes toward the education of the gifted, although they differed in their desired approaches. With the enactment of the West Virginia law that provides for the needs of these children beginning July 1, 1974, some of these desires and needs for gifted child education will begin to be realized in that state.

It was originally intended that this study would determine the reasons why 70.2% of the principals in Region II failed to refer students to Project Talented and Gifted. Since the attitudes of these principals as measured by this study did not significantly differ from the attitudes of principals referring students and since the majority of them apparently have gifted students, the questionnaire failed to serve its original purpose. Further research would be necessary to determine why these principals did not refer students. Possible reasons for the lack of referrals may include difficulties in transportation, lack of understanding of the nature of Project T.A.G., parental and community attitudes and pressures, and the project's failure to motivate the principals sufficiently.

TABLE I

Number and Percent of Positive Responses to Questionnaire on Attitudes of Principals Toward Gifted (60.8% Questionnaires Returned)

| | Number and Percent of Positive Responses | | | | |
|---|---|---|---|---|---|
| | Group I (n = 68) | Group II (n = 23) | Group III (n = 17) | Combined (Region II) (n = 108) | Rest of W. Va. (n = 58) |
| 1. Prefer full-time regional school for gifted. | 21<br>30.9% | 5<br>21.7% | 4<br>23.5% | 30<br>27.8% | 14<br>24.1% |
| 2. Prefer part-time regional school. | 21<br>30.9% | 9<br>39.1% | 4<br>23.5% | 34<br>31.5% | 19<br>32.8% |
| 3. Prefer assistance in giving individualized instruction within regular school. | 41<br>60.3% | 13<br>56.5% | 11<br>64.7% | 65<br>60.2% | 34<br>58.6% |
| 4. Believe needs of gifted child already met in classroom. | 2<br>2.9% | 0<br>0.0% | 0<br>0.0% | 2<br>1.9% | 3<br>5.2% |
| 5. Do not believe in special treatment for gifted. | 0<br>0.0% | 0<br>0.0% | 0<br>0.0% | 0<br>0.0% | 0<br>0.0% |
| 6. Believe gifted child does not need extra help. | 0<br>0.0% | 0<br>0.0% | 0<br>0.0% | 0<br>0.0% | 1<br>1.7% |
| 7. Have no gifted children in their schools. | 12*<br>17.6% | 1*<br>4.4% | 0*<br>0.0% | 13<br>12.0% | 4<br>6.9% |
| 8. Desire inservice program on gifted child. | 36<br>52.9% | 16<br>69.6% | 11<br>64.7% | 63*<br>58.3% | 23*<br>39.7% |

NOTE: Group I - Region II principals that submitted no referrals to Project Talented and Gifted.
Group II-Region II principals that submitted initial referrals.
Group III-Region II principals that submitted referrals after two letters and personal contact.

NOTE: Chi-square test of significance with df=2 was used.

*Significant at the .05 level.

NOTE: Chi-square test of significance with df=1 was used.

*Significant at the .05 level.

TABLE II

Survey of Type of Education Desired by Principals for Gifted Students

| | Number and Percent of Positive Responses | |
|---|---|---|
| | Region II (n = 108) | Rest of W. Va. (n = 58) |
| Prefer regional school only | 34<br>34.3% | 22<br>37.9% |
| Prefer assistance in individualized instruction only | 43<br>39.8% | 24<br>41.4% |
| Prefer either or both of the above | 22<br>20.4% | 8<br>13.8% |

NOTE: Chi-square test of significance with df=1 was used.

*$p < .05$

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## ADDENDUM

The study entitled "Attitudes of West Virginia Principals Toward the Education of the Gifted Child" was completed while questionnaires were still being returned. This was done in order to provide data for presentation at the national convention of the National Association for Gifted Students.

Following the convention, the additional seventeen returns were analyzed and added to those found in Table I. The final data was entered into Table III. This data was obtained from 183 principals, representing 66.7% of the number questioned. There were no significant changes in the responses tabulated in the final study as compared with those from the preliminary study.

TABLE III

Number and Percent of Positive Responses to Questionnaire on Attitudes of Principals Toward Gifted (66.7% Questionnaires Returned)

| | Number and Percent of Positive Responses | | | | |
|---|---|---|---|---|---|
| | Group I (n = 78) | Group II (n = 27) | Group III (n = 18) | Combined (Region II) (n = 123) | Rest of W. Va. (n = 60) |
| 1. Prefer full-time regional school for gifted. | 23<br>29.5% | 6<br>22.2% | 5<br>27.8% | 34<br>27.6% | 14<br>23.3% |
| 2. Prefer part-time regional school. | 25<br>32.1% | 11<br>40.7% | 4<br>22.2% | 40<br>32.5% | 20<br>33.3% |
| 3. Prefer assistance in giving individualized instruction within regular school. | 45<br>57.7% | 14<br>51.9% | 12<br>66.7% | 71<br>57.7% | 35<br>58.3% |
| 4. Believe needs of gifted child already met in classroom. | 3<br>3.8% | 0<br>0.0% | 0<br>0.0% | 3<br>2.4% | 3<br>5.0% |
| 5. Do not believe in special treatment for gifted. | 0<br>0.0% | 0<br>0.0% | 0<br>0.0% | 0<br>0.0% | 0<br>0.0% |
| 6. Believe gifted child does not need extra help. | 0<br>0.0% | 0<br>0.0% | 0<br>0.0% | 0<br>0.0% | 1<br>1.7% |
| 7. Have no gifted children in their schools. | 12*<br>15.4% | 1*<br>3.7% | 0*<br>0.0% | 13<br>10.6% | 4<br>6.7% |
| 8. Desire inservice program on gifted child. | 40<br>51.3% | 18<br>66.7% | 11<br>61.1% | 69*<br>56.1% | 24*<br>40.0% |

NOTE: Group I - Region II principals that submitted no referrals to Project Talented and Gifted.
Group II-Region II principals that submitted initial referrals.
Group III-Region II principals that submitted referrals after two letters and personal contact.

NOTE: Chi-square test of significance with df=2 was used.

*Significant at the .05 level.

NOTE: Chi-square test of significance with df=1 was used.

*Significant at the .05 level.

APPENDIX 3

WHY DON'T CHILDREN COME

Patrick H. Mills

Region II PACE Center of West Virginia

Project Talented and Gifted is an ESEA Title III Project that was funded in 1973 for a three year period. The goals of the project were to develop a model for the identification of talented and gifted children, to develop model programs to be used with talented and gifted children, and to develop a model for a regional school for the talented and gifted during the final year of the project.

After development of the identification model, several hundred children who had been referred to the project by their school principals were screened through the use of the model. After the screening process was completed, experimental and control groups of 90 children each were set up and actual work with the children was ready to begin.

The members of the experimental group were allowed to attend sessions that were conducted on various Saturdays during the school year, sessions conducted during the summer, and sessions conducted on one day every two weeks when they were to be allowed release time from school in order to attend. The members of the control group were invited to attend two large group activities such as concerts or plays during each year of the project. In addition to the activities already mentioned, members of both the experimental and control groups were periodically retested and attempts were made to compare the results of the two groups.

## STATEMENT OF THE PROBLEM

Project TAG has relied on the voluntary attendance of members of the experimental group during the sessions that have been conducted. No grades or credit have been given and no penalties have been assessed for absences. This has had no effect on attendance for Saturday sessions, which has always been good, but attendance for the weekday sessions has not been as good as was expected.

At the conclusion of the second year of the project the number of children in the experimental group had been reduced to seventy-one due to children moving out of the region. Before the first sessions of the third year of the project the number had been reduced to sixty-five due to more children leaving the region. At the first weekday session on the third year of the project there were twenty-four children in attendance out of the possible sixty-five.

Since the variable involved in this experiment was the experiences that the children had while involved in Project TAG, it was essential that we found the reasons for non-attendance and that we tried to eliminate the reasons. If non-attendance continued to be a problem, then the validity of the experiment could have been seriously threatened. Because of this, it was decided that we needed to find out why the children in the experimental group were not attending the weekday sessions and that we could hopefully eliminate some of the problems and increase the attendance.

## INSTRUMENT USED

Since there was no standard instrument available that would provide the desired information, a questionnaire was developed and mailed to the

forty-one children who had failed to attend the first weekday session of the third year of the project. A copy of the questionnaire may be found at the conclusion of this paper.

## RESULTS OF THE QUESTIONNAIRE

Of the forty-one questionnaires that were mailed, twenty-six were returned to us with responses marked, one was returned with no responses marked, and fourteen were not returned at all. From the group of fourteen children who did not return the questionnaire, nine children began attending weekday sessions on the next scheduled meeting date. Six of the twenty-six children who responded to the questionnaire indicated that they did plan to attend the weekday sessions in the future. This brought the total number of children who were active in the weekday sessions to thirty-nine which meant that sixty percent of the children in the experimental group were attending the weekday sessions.

Of the nineteen responses that indicated that the child would not be attending weekday sessions, a variety of reasons for non-attendance was indicated. Eight children (42%) of those responding indicated that they would not be attending because of conflicts with school activities. Seven children (37%) of those responding indicated that they would not be attending because they preferred to attend classes at school. Four children (26%) of those responding indicated that they would not be attending because teachers resented their being excused to attend classes at the PACE Center. Eight children (42%) of those responding indicated that they would not be attending because of transportation difficulties. Four children (26%) of those responding indicated that they would not be attending because of problems in making up work that was missed while attending classes at the PACE Center. Fourteen children (74%) of those responding checked more than one reason for

their decision to not attend the weekday sessions and no attempt has been made to tabulate the various combinations of responses that were received.

## ANALYSIS OF THE RESULTS

From the results of the questionnaire it was apparent that the two major reasons for the children failing to attend the weekday sessions were conflict with school activities and transportation difficulties, followed in importance by the preference of some of the children to attend regular classes at school and then followed by teacher resentment of the childrens' being excused from school to attend sessions at PACE and the problem of children having difficulty in making up work missed while attending classes at PACE.

## ATTEMPTS TO RESOLVE PROBLEMS

To solve the problem of conflict with school activities, an attempt was made to change the weekday sessions from Wednesday to another day during the week when there might be less conflict with activities at the children's home schools. After a staff meeting and after conferring with the PACE Board of Directors, it was decided that changing the day of the weekday sessions would create more new problems than would be solved by such a move and the weekday sessions were allowed to continue as scheduled, on Wednesdays.

Attempts were made to solve the problem of transportation difficulties by contacting the parents of the children and trying to establish car pools and by contacting the different county superintendents and trying to arrange transportation that would be funded by each county. Due to the low density of children within our region who were experiencing transportation difficulty, neither of our attempts to solve this problem was successful.

Throughout the three years of the project we have tried to make the sessions as stimulating and as enjoyable as possible. This was done to insure that the children would prefer sessions at the PACE Center instead of preferring classes at school. Since some of the children still expressed a preference for classes at school, it was decided in a staff meeting that we would make no further attempts to convince these children to attend sessions here.

To solve the problems of teacher resentment and difficulty in making up work missed while the children were attending sessions at the PACE Center several attempts were made to improve our relations with the teachers in the region. Teachers were invited to observe sessions at the PACE Center, they were invited to attend different workshops and in-service programs, they were invited to an open house, they were invited to teach some of the sessions, and they were regularly provided with a newsletter that kept them informed of the things that we were doing with the children. All that these efforts accomplished was to cause the teachers who were in favor of Project TAG to become more in favor of it and to cause the teachers who resented Project TAG to make it even more difficult on the children.

## ADDITIONAL INFORMATION RELATING TO THE PROBLEM

From a personal conversation that one of our coordinators had with Dr. Dorothy Sisk, Coordinator of Teacher-Training for Gifted Education at the University of South Florida in Tampa, it was discovered that their program for talented and gifted was also experiencing problems with the attendance of children. Attendance at their program was also voluntary and some of their problems were similar to our problems. No follow-up investigation was conducted to determine exactly what problems they faced and what attempts were made to solve them.

## IMPLICATIONS FOR THE FUTURE

From the results of this study several points that are worthy of consideration by others who might be involved in developing programs for the gifted and talented have been discovered. Some of these points relate to programs similar to Project TAG and some of these points relate to any program for the gifted and talented.

One of the major points is that of public relations. It is essential that the children involved. their parents, their teachers, their school administrators, and the general public must be kept informed of what is taking place and must be provided with the opportunities to become familiar with the goals of the program. They must also be provided with opportunities to have input into the program itself in terms of developing goals, etc. If an effective public relations program is developed and implemented, many of the other problems will be solved before they have a chance to begin.

If the program is to be extra-curricular in nature, careful consideration must be given to the dates and times chosen to work with the children in order to create as little conflict as possible with school related activities.

In an extra-curricular program, if the children were permitted to earn either grades or credit that would have value within their own schools, the attendance would be better.

The size of the region being served through the use of an extra-curricular program must be carefully considered. If the region is too large and the children in the program are widely dispersed, there will almost certainly be problems with transportation of the children to and from the center.

Perhaps the most important consideration is that of what type of program is desired. Would it be better to utilize a program which relies on a center that serves more than one school, would it be better to have a

program that serves each school by having a special teacher at each school who has been specially trained to work with the talented and gifted students of that school on an individual or small-group basis? Each of these possibilities, as well as others, is worthy of careful consideration by anyone who is involved in developing a program for talented and gifted children. If the region is studied wisely and if the proper choices are made at the inception of the program, then the problem of attendance as well as many of the other problems that might be encountered can be avoided.

# PROJECT TALENTED AND GIFTED

A PACE PROJECT ESEA - TITLE III

1899 JAMES RIVER TURNPIKE - HUNTINGTON, WEST VIRGINIA 25701

Lewis M. Wilcox
Director
Telephone 304-429-5548

TO: Group II Experimental Group Project Talented and Gifted

FROM: PACE Staff

DATE: September 12, 1975

SUBJECT: Wednesday Sessions

Dear TAG Student:

We note that you did not attend the first scheduled Wednesday session at the PACE Center. We need to know if you plan to attend future Wednesday sessions here so that we may plan our program accordingly.

Listed below are a series of statements concerning attendance at the Wednesday sessions. Please check the appropriate spaces, sign, and return this letter to us in the self-addressed stamped envelope. Thanks for your cooperation in this matter.

A. I plan to attend future Wednesday sessions._____

B. I do not plan to attend the Wednesday sessions._____

REASONS FOR NOT ATTENDING WEDNESDAY SESSIONS:

1. Conflict with school activities._____
2. Prefer to attend classes at school._____
3. Teachers resent my being excused to attend classes at the PACE Center._____
4. Transportation difficulity._____
5. Problem with making up work missed while attending classes at the PACE Center._____

YOUR NAME_____



Board of Directors: William H. Langdon, Jr., Chairman, Cabell County; Cline Adkins, Lincoln County; Tom Orr, Logan County; Charles R. Withers, Mason County; J. Herschel Morgan, Mingo County; Mose A. Napier, Wayne County.

APPENDIX 4

RESOURCE PERSONNEL EVALUATION SHEET - PROJECT TAG PHASE 2

NAME _____ DATE _____

1. Describe the kind of work you have done with Project students.

2. What amount of meeting time did this work entail?

3. Comment briefly on the response of the students to this work.

4. What achievements or talent growth (if any) followed?

5. How adequate were Project materials and equipment to this work?

6. To what extent have you found your role and function as facilitator and resource person satisfying?

7. Other observations:

8. Recommendations:

APPENDIX 5

COORDINATOR EVALUATION QUESTIONNAIRE

I. Program Development & Execution.

II. Progress Made by Children of the Experimental Group

III. The School System: Its Relationship and Support

IV. Parents: Their Role and Support

V. Resource People

VI. Materials and Equipment

VII. Work of Coordinators Outside the Center

VIII. Staffing

IX. On-Going Development of the Coordinator

X. Recommendations

APPENDIX 6

STUDENT OR PARENT OBSERVATION INVENTORY

Your Name _____ Date _____
Last first middle

A list of statements is given to your below relative to your or your child's participation in Project Talented and Gifted. Please read the statements carefully and decide if they are applicable to you. If a statement is applicable to you show this by placing a check mark (✓) in the first square, if you are not sure it is applicable place a check mark in the second square, and if it is not applicable place a check mark in the third square.

| Statement | Yes | Unsure | No | Comments |
|---|---|---|---|---|
| As a result of participating in the programs of Project Talented and Gifted, I have shown: | | | | |
| 1. Increased motivation toward learning. | | | | |
| 2. Improvement in study habits. | | | | |
| 3. Improvement in school grades. | | | | |
| 4. Increased interest in hobbies. | | | | |
| 5. A wider range of interests. | | | | |
| 6. Increased ability to carry out projects to their completion. | | | | |
| 7. Increased ability to find solutions to problems. | | | | |
| 8. Increased ability to come up with many possible solutions to problems before making decisions. | | | | |
| 9. Increased ability to make good decisions regarding the course of action to be taken to solve a problem. | | | | |

| Statement | Yes | Unsure | No | Comments |
|---|---|---|---|---|
| 10. Improvement of reasoning skills. | | | | |
| 11. Greater originality in creative work. | | | | |
| 12. Development of special talents. | | | | |
| 13. Improvement in library skills. | | | | |
| 14. Increased ability to get along with peers (classmates and friends). | | | | |
| 15. Increased ability to get along with teachers. | | | | |
| 16. Improvement in self-concept. | | | | |
| 17. Increased self-confidence. | | | | |
| 18. Increased ability to perform or speak before a group. | | | | |
| 19. Greater skill in coping with personal problems. | | | | |
| 20. Development of leadership ability. | | | | |

COMMENTS: